

# College & Research Libraries

*March 1970*

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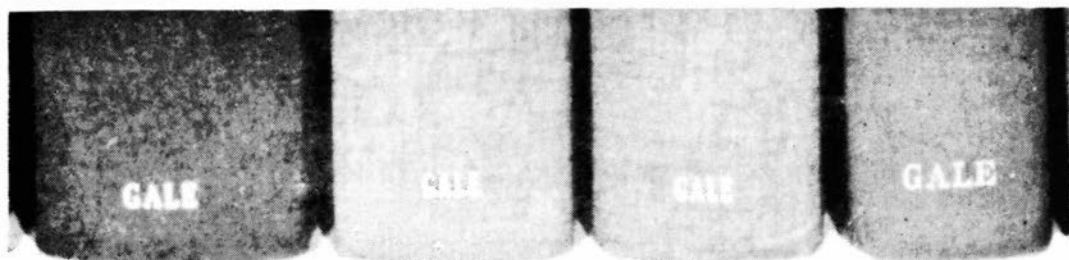
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*In This Issue—*

VIRGIL F. MASSMAN and KELLY PATTERSON, A  
Minimum Budget for Current Acquisitions

RALPH R. SHAW, CATCALL

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# College & Research Libraries

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# College & Research Libraries

Manuscripts of articles and copies of books submitted for review should be addressed to Richard M. Dougherty, editor, **College & Research Libraries**, University of Colorado Libraries, Boulder, Colorado 80302. All articles submitted must be accompanied by an abstract of from 75 to 100 words in length. Material for the News issues should be sent to Michael Herbison, Casper College, Casper, Wyoming 82601.

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# Editorial

The issue of academic status generated recurring debate at the ACRL membership meeting in Atlantic City. Although the primary debate centered on academic status, the motion as presented to the membership actually embodied two distinct issues: academic status and internal library management. Let us keep the two separate. The achievement of academic status requires the cooperation and consent of the total academic community, from the newest member of the teaching faculty to the Board of Regents. Library management, however, is not campus-wide; resolution of internal problems is primarily a library responsibility.

We should not allow any issue to detract from the matter of status. Yet why did the authors of the motion feel compelled to inject the management issue, and then defend its inclusion in a spirited floor debate? I know many colleagues who are bored, frustrated, or simply fed up with their present positions. Library school graduates are often heard to grumble that their first professional position demanded the intellectual skills of filing cards, shuffling papers, and providing such reference service as pointing the way to the nearest pencil sharpener or the "john." Exaggeration? Maybe. But let us acknowledge that many younger professionals are dissatisfied; they want more challenging positions and more opportunity for promotion.

The terms "participatory management" or "democratization of administration" are now in vogue. Participation of staff in the formulation of policy decisions is a healthy trend. But to achieve meaningful staff participation, we must begin to train young middle-management librarians for top administrative positions. Why can't we initiate a plan similar to the American Council of Education's administrative intern program? The ACRL or ALA could play a leading role. Libraries could nominate their most promising middle-level administrators to internships in leading academic libraries. Costs, including salaries, could be borne either by the participating library or by a munificent foundation. The intern would be exposed to a spectrum of problems that an administrator of an academic library might expect to encounter. He would be given an opportunity to meet and work with faculty and other non-library administrators.

Some may react negatively to a management intern program, fearing that it would produce a brain drain of promising administrators from the smaller to the larger institutions. Perhaps. But in the long run we will have provided the profession with a better prepared, more skilled leadership.

RICHARD M. DOUGHERTY

# Scholarly Reprints



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LAWSON ANDREW SCRUGGS. *Women of Distinction*. Raleigh, N. C., 1893. New introduction (1970) by Otey M. Scruggs, Professor of History, Syracuse University. Photographs. Illus. \$10.00

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## A Minimum Budget for Current Acquisitions

*Since the ACRL "Standards for College Libraries" are at best a questionable guide in budget preparation, the writers attempted to arrive at a more objective formula for a basic budget for current acquisitions. The article proposes a minimum figure for books, based on an examination of reviews in seventy-one professional journals.*

FOR MANY YEARS library administrators and acquisitions librarians have been concerned about arriving at basic cost figures for book budgets. In preparing the budget the fiscal manager can find all kinds of advice about preparing the budget early, comparing his library with similar institutions (which are probably as inadequate as his own), considering the educational goals of the institution, etc. The administrator can find little guidance, however, on actual costs in the area of acquisitions.

The 1959 ACRL "Standards for College Libraries" skirt the central issues of collection size and book budget. The "standard" of 50,000 volumes for up to 600 students and 10,000 additional volumes for every additional 200 students is admittedly "based upon observation of the development of college libraries."<sup>1</sup> Rather than actually setting standards, this document describes the less primitive existing practices and sanctions them with a "this-is-about-the-best-we-

can-hope-for" implication. Disregarding for the moment any greater range of course offerings at the larger institutions, one can only conclude that the undergraduate in a college of 600 students needs access to only half as much of the printed records of mankind as does the undergraduate at a college of 1,600 students, for this is what the Standards say—unless one assumes that those additional 50,000 volumes are all duplicate copies, which is hardly likely. The argument has always been that the student in the smaller school is not really deprived, because he has access to the better half—the "best" books. If that is the case, however, and if the argument is a valid one, then why should the library with 1,600 students be cluttered up with an extra 50,000 unnecessary "worse" books?

The "best book" theory as it has been applied to library development is an intrinsic contradiction which is completely inimical to the idea of presenting all points of view on significant social issues. Take two current problems, the war in Vietnam and the racial question. If the librarian selects only the "best books," can he really satisfy the need to represent all points of view? Will the librarian select the best books accord-

<sup>1</sup> *American Library and Book Trade Annual*, 1961 (New York, 1960), p. 121.

Mr. Massman is Director of Libraries and Miss Patterson is former Acquisitions Librarian at the University of South Dakota.

ing to his own judgment, the judgment of reviewers, or the judgment of the users? Furthermore, in some cases the worst book on a controversial issue may be more enlightening than the best book, simply because the worst book (using the term "worst book" to identify the one which is obviously and unashamedly biased) may give special insights because it represents the distortions which can result from carrying a bias to its logical (or illogical) conclusion. In order to arrive at a sensible evaluation of an issue, the reader (and the society) must examine the values and deficiencies of the views supporting both the extreme left and the extreme right as well as those which are apparently more objective. Particularly in an academic library, the serious student must have access to all possible opinions, interpretations, ideas, and theories, whether these relate to current issues, the nature of matter, the theories of oral interpretation, or whatever.

An academic library's holdings can be determined only by the quantity and range of the materials being published which are relevant to the academic programs it is supporting, not by the traditional number-of-students criterion. Thus the library of any institution, regardless of size, with an undergraduate program in, for example, English history, must purchase all important books being published on English history which would be appropriate for undergraduate students. An institution supporting an M.A. or Ph.D. program must purchase a much greater wealth of materials. To say that a student in a college of 600 students needs only half as many books as the student in an institution of 1,600, as the Standards do, is to put ACRL's blessing on a textbook-reserve collection type of education for the student in the small college. The only relevant reality is the reality of the number and quality of books being produced.

Naturally the college with a larger

number of students will need more duplicate copies, and it may also have a greater variety of programs. However, course for course and major for major there is no difference in the number of separate titles needed by any institution.

Obviously the above argument also leads to a questioning of the proposition that the book budget should be allocated according to a formula based on the number of faculty members and majors in a particular discipline. If a department of history says that it will not teach Asian or African or Greek or Black or constitutional or social history, and if it says further that those aspects of history are not worth teaching nor worth studying, then the library can and should exclude books in those areas which are specifically interdicted. However, unless specific areas of knowledge are intentionally excepted, ten students majoring in a subject area will need access to the same quantity of sources as one hundred students. At the same time certain areas of knowledge need to be considered in selection simply because the clientele will be interested. Many colleges do not offer courses in medicine or religion, for example, but these institutions will still need some books in these areas.

To arrive at a more objective and appropriate means of determining minimum standards, the writers carefully examined all the reviews printed during 1967 in seventy-one professional journals covering the disciplines usually found in undergraduate curricula. The initial list of journals was selected by the writers who then sought recommendations from the entire faculty. (See Appendix, p. 87.)

The major objective of the project was to determine the estimated annual cost to an academic library of keeping up with worthwhile current publications in the various disciplines. Retrospective purchasing was not considered, nor was purchasing of basic reference works such

as encyclopedias, almanacs, irregular serials and annuals, popular best sellers, and fiction. Books reviewed were classified according to subject (more or less following broad Dewey classes) and appropriateness for an undergraduate library. Introductory textbooks and books which were of an ephemeral or elementary nature were omitted, even though they appeared in the reviewing media. Author, title, price, subject, source of publication, and journal in which reviewed were key punched for computer processing to determine the cost and number of books in each subject. An ideal budget for an individual library can be constructed according to the academic programs it is supporting, remembering that additional allowances must be made for categories of publications not included in this study.

In classifying reviewed books in a specific field as necessary for an undergraduate library, the presence of some institutional course work on the undergraduate level was assumed.

So far as classification by subject is concerned, it must be recognized that this sometimes was of necessity arbitrary. Interdisciplinary works were placed either in a broad general class or into the most likely subject covered. Therefore, when considering the number and cost of books in any one particular field, it must be remembered that many books in certain other areas may also be relevant. Obvious examples are sociology, psychology and education, fields whose literatures are interdependent. An institution with a drama department would certainly need works classified as technical theatre and would also need many of those classified in the literatures, including dramatic literature.

A total of 6,892 books which received favorable reviews were classified. After elimination of duplications, 5,771 separate titles were found to have been treated, 3,195 of which were of under-

graduate significance. These fell into subject classifications as indicated in the Appendix, p. 87. An undergraduate library buying in all categories would acquire these 3,195 books, at a cost of \$26,178.69. It must be emphasized, of course, that these figures are based on book production as reviewed in seventy-one journals. It does not include books which were not treated in these journals nor titles reviewed by these journals before or after 1967.

While the writers have not done a detailed study of the question, they estimate that the minimum expenditure for continuations would add at least another \$3,250. This would include new editions of encyclopedias on a regular basis, encyclopedia yearbooks, annuals such as "The Year's Work in . . ." or "Advances in . . .," and standard works as *Books in Print*, the *World Almanac*, *Statistical Abstract*, the *MLA International Bibliography*, etc. Furthermore, the list of books reviewed by the scholarly journals included only a small percentage of the titles which were on the annual best seller list. This means that the library will have to spend an additional sum for "popular" literature and current fiction, because the academic community needs these as well as the more scholarly works.

Based on an examination of reviews in seventy-one professional journals, then, the total minimum budget for one copy of those current titles (in this case current means the year 1967) which are appropriate to any and all libraries serving undergraduates is \$29,428.69. Obviously to arrive at a figure for 1968 or 1969, increases in book production and costs would have to be added to this basic figure. It is worth repeating that this figure does not make any allowance for any retrospective deficiencies, periodicals, newspapers, reprints, audiovisual materials, government documents, "popular works," replacement items, duplicate copies, or



materials which are mainly of local interest. Budgetary provision for these items must be in addition to the basic sum of \$29,428.69. If the college does not offer courses in journalism, for example, the total might be reduced by \$303.22. If the institution has no courses in agriculture or home economics, the budget might be reduced another \$78.80, and so on. Once the curriculum is established, however, the academic library can readily determine how much money it will need as a minimum budget. A truly quality collection will need far more than that.

No doubt many readers will raise the specter of local differences with regard to some aspects of the proposal under consideration. Because of our local situation, because of the peculiar interests of our students and our faculty and our community, so the argument goes, our collection needs many special kinds of materials and does not need those which other libraries buy. This argument has been repeated so often that everyone accepts it without considering what it really means. Is there any college in the United States which does not need substantial coverage on such questions as the war in Vietnam, racial problems, student unrest, Shakespeare, the Civil War, Russian history? If there is, is that institution really worthy of being called a college? Must or should the library resources supporting a course in American history really differ radically between colleges in the Midwest and the deep South? If they really differ substantially, is this not likely a result of biased selection on the part of the faculty or the librarian? Is not the content of American history the same whether taught in South Dakota or Germany? Both students and faculty members across the country are far more homogeneous now

because of the mobility of people in our society than they were thirty years ago, so does the old cliché still apply—if it ever did?

Local differences, however, have meaning in one respect. Obviously the University of South Dakota will buy books, pamphlets, and periodicals which are relevant to the concerns of South Dakota and the region, and some of these would be of little immediate interest to students and faculty members in Alaska. However, the point to be made is that this is an added cost factor, not a substitution for materials which deal with national and world issues.

The standards outlined in the ACRL "Standards for College Libraries" are no standards at all. Naturally the list of journals chosen for examination as well as the judgment of the reviews (and the readers of the reviews) can readily be questioned. Nevertheless, the basic budget of \$29,428.69 is at least suggestive because it reflects the only reality upon which standards can be based—book production and the existence of specific courses in the curriculum.

If ACRL, exercising some authority as a sanctioning or accrediting agency, were to establish adequate minimum standards and then were to insist that a library which fails to meet those standards is incapable of supporting an effective undergraduate program, and if standards for current purchasing were based on course offerings and book production, as this article suggests, the inequities and deficiencies of academic library collections could to an extent be decreased. Surely this is a goal worth working toward. And even if ACRL's efforts had no impact on improving library resources, ACRL could take pride in refusing to sanction mediocrity.



# APPENDIX

## REVIEWING JOURNALS CONSULTED (1967)

Accounting Review  
 American Anthropologist  
 American Artist  
 American Economic Review  
 American Historical Review  
 American Journal of Archeology  
 American Journal of Physics  
 American Journal of Psychology  
 American Literature  
 American Musicological Society Journal  
 American Political Science Review  
 American Scientist  
 American Sociological Review  
 Analytical Chemistry  
 Animal Behavior  
 Annals  
 Art in America  
 Arts Magazine  
 Astronomical Society of the Pacific  
 Classical Journal  
 Classical World  
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 Journalism Quarterly  
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 Mathematical Gazette  
 Mind  
 Modern Language Notes  
 Music Library Association Notes  
 NASSP Bulletin  
 Personnel and Guidance Journal  
 Philosophical Quarterly  
 Philosophical Review  
 Physics Review  
 Political Studies  
 Public Administration Review  
 Quarterly Journal of Speech  
 Quarterly Journal of Biology  
 Review of English Studies  
 Review of Metaphysics  
 Romance Philology  
 Rural Sociology  
 Science  
 Scripta Mathematica  
 Sky and Telescope  
 Slavic Review  
 Teachers College Record  
 Torrey Botanical Club Bulletin

## ESTIMATED ANNUAL COST, TO AN ACADEMIC LIBRARY, OF MAINTAINING CURRENT PUBLICATIONS

<i>Subject</i>	<i>Number of Titles</i>	<i>Cost</i>
Agriculture	8	\$ 44.35
Anthropology and Archeology	88	951.58
Architecture	10	131.45
Art	50	693.29
Astronomy	28	273.30
Biology	113	1,502.85
Botany	32	395.25
Business	56	419.29
Chemistry	98	1,273.69
Economics	138	916.18
Education	126	727.03
Engineering	22	250.61
Geography	25	246.82

<i>Subject</i>	<i>Number of Titles</i>	<i>Cost</i>
Geology	22	\$ 252.45
Graphic Arts	3	30.00
History		
African	67	499.68
American	229	1,684.59
Ancient	40	310.66
Asian	105	740.03
English	80	582.21
European	140	1,039.75
General History and Exploration	42	380.87
Latin American	69	508.73
Home Economics	3	34.45
Journalism	41	303.22
Language and Literature (General Works)	56	389.77
American	91	611.46
English	97	662.12
French	11	76.07
German	12	95.95
Greek	23	120.02
Italian	4	37.73
Latin	13	72.85
Russian and Slavic	9	62.70
Spanish and Relations	15	115.74
Law	15	114.02
Library Science	51	470.53
Mathematics	57	505.36
Medicine	48	419.58
Music	42	367.55
Paleontology	7	59.48
Philosophy	137	994.04
Photography	4	35.40
Physical Education, Dance and Recreation	49	285.77
Physics	75	830.19
Political Science and Government, Theoretical and U.S.	119	694.63
Political Science and Government, Foreign; International Relations	129	832.17
Psychology	76	597.28
Public Relations and Public Administration	10	84.60
Religion	8	22.22
Bible	1	16.95
Christian	23	555.98
Theology	17	79.68
Judaic	5	33.72
Social Work	12	79.20
Sociology	152	959.77
Speech	25	135.24
Statistics	10	86.23
Science in General	76	682.67
Theatre	42	291.04
Zoology	41	508.74
<i>Total</i>	3,195	\$26,178.69

Additional allocations must be considered in some instances due to apparent biases in certain reviewing journals concerning foreign publications and foreign language materials.

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# CATCALL

**Y**ES, THE TITLE OF this talk is CATCALL. That signifies Completely Automated Technique [for] Cataloging [and] Acquisition [of] Literature [for] Libraries. If there is one absolutely indispensable step in any program of automation, it is the initial step of coining a peachy, and preferably mnemonic, acronym. In many cases that can be the final step, so far as getting anything useful done is concerned, because knowing acronyms that someone else does not know immediately establishes you in the inner circle of the mystique.

But after this promising beginning, I am afraid that the *cognoscenti* in the art will be disappointed in me again, because this talk is going to deal with a prosaic subject like getting some useful work done. If it were a really imaginative program for testing the limits of the computer to prove that we need newer and bigger computers (rather than something prosaic like making use of them to do routine chores, as in this paper), I should have given it a fancier name, such as IRON CRAB POT which obviously stands for Instant Reproduction Of New Catalog Regularly As Book Purchase Order [is] Transmitted. The IRON CRAB POT system would be a real imaginative contribution, and typically it would have to wait for creation of new hardware (probably two or three more generations of quick ac-

cess memory capable of storing hundreds of trillions of bits at a fraction of a penny a bit so the cost for the memories would come down to a couple of hundred million dollars, and thus would become available to every elementary school library). Economical? Of course not. Nobody who is anybody in this field worries about sordid little details like that. The important thing is that the IRON CRAB POT would print out for you a completely new catalog instantly every time you ordered a book, and think of how that would improve the *quality* of service, which is the important thing! It would have another great advantage. It would also solve the shortage of librarians because when this wonderful new computer is available at the Library of Congress (for example), and it prints out a completely new catalog (card, book, sheaf form, or what you will) instantly, every time a new book is ordered, the old catalogs are going to have to be hauled off. This would require so many janitors to haul the catalogs off that we would not have any money to waste on frivolities like librarians, and who would need these carping fuddyduddies anyhow, because the catalog would always be in the dynamic state of producing a new edition and no one could reach into it fast enough to look up anything anyhow.

Now, having established my *bona fides* in this racket, I shall revert to the original topic of this paper and amidst the catcalls from the buffs, shall talk about the mundane matter of CATCALL.

The useful potential of CATCALL starts with the SBN. (Now let us not

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*Dr. Shaw is the former Dean of Library Activities, University of Hawaii. His talk was given at an ALA Preconference in Atlantic City, New Dimensions in Acquisitions.*

let our imaginations run riot; SBN is not even an acronym; it is just an abbreviation for the words Standard Book Number.) The program of industry-wide uniform numbering of books originated in England, and after a good deal of study has begun to be applied in the United States. Book numbering has been used by individual publishers for a long time, but each had his own numbering system. Under the SBN program the SBN is always nine digits in length. These nine digits are always divided into three parts which are separated by a space or a hyphen. The first unit of the SBN identifies the publisher, the second part identifies a particular edition of a particular book and the third part, which is always a single digit, is the check digit—a device used almost universally in computer technology to guard against manual mistranscription of numbers.

None of this is new except for standardization. Publishers have used book numbers (and check digits if they have computers), as have jobbers and warehouses, for a good many years. The thing that the SBN achieves is a standardized and unique number for every volume that is sold as a separate unit. If a work in multiple volumes is sold only as a single unit, it gets a single SBN for the entire set. If the individual volumes are sold separately, then each volume gets its own distinguishing number. And if a new edition is published, it too gets a distinguishing SBN. As the program develops, these numbers will be published in all trade sources and will eventually cover a large and increasing proportion of all trade and nontrade books in the English language, or published in England and the United States.

As this happens, it will become increasingly possible for libraries and bookstores to handle orders for particular titles in particular editions by writing the SBN for the pieces or piece wanted.

It might be desirable to add the first letter of the author's surname, or his surname, as a further check, but the probability is that 99 percent of all errors resulting from transposition of numbers in using the SBN will be caught by the computer parity check (which is probably better, on the average, than we achieve in manual production of the author, title, edition, place, publisher, date, and price).

Now if we would go just one step further and agree to a standardized customer number, the process of ordering a book would become very simple. We now *have* customer numbers. If you will examine the bills you receive from any of the major jobbers, you will find a customer number on it; just as those of us who have been using the computer to do our bookkeeping assign dealer numbers to our various sources of supply. Under the SBN program we will have a standardized publisher and book number; what we need next is a standardized jobber or bookstore number and a standardized customer number. So far as American libraries are concerned, the customer number could be as simple as using our zip code, subdivided by a further three- or four-digit number to identify up to 1,000 or 10,000, if needed, different libraries, bookstores or jobbers in any given postal zip code area, and we should, of course, add a parity number.

Given the customer number and the SBN, even the smallest library could obtain cards that are prepunched with its customer number, and all that would be required to order a book would be to punch in its nine-digit SBN. This does not even require rental of a key-punch; we could use a pad and stylus, like those we use in voting in an increasing number of jurisdictions, and at a capital investment of \$1.00 or so, the process of book ordering would be automated.

Carrying this one step further, if we



wanted to order through a particular bookstore or jobber, we could establish a third zone into which we would punch the supplier's number, and I daresay that most jobbers would be delighted to supply us with stacks of prepunched cards bearing both our customer number and the jobber's supplier number. All we would have to do to complete the order would be to punch the SBN with a stylus. An alternative, in order to avoid the investment of \$1.00 or so in the stylus and pad, would be to use the conventional mark sensing pencil to mark the digits of the SBN on the card, but this might cost more in the end because we might conceivably use up \$2.00 or \$3.00 worth of mark sensing pencils over a year or two.

O.K. Now we have the order typed by punching or marking the magic digits of the SBN on the card prepunched with our customer number and our supplier number, if any. How do we get it to the supplier? Well, it may be cheap enough when Western Union and Mama Bell have central transmission units in every town, to have it sent via satellite; but having saved a week or so in avoiding typing our orders, we could now put the daily (or weekly, or other) batch of orders into an envelope (and again I suspect the supplier might even supply preaddressed envelopes if we were to insist)—add airmail postage—and the book orders should travel to the office of the supplier within two to three days as a maximum, from any point in the United States. Given half a dozen or so order cards per ounce, with domestic air mail at ten cents per ounce, we would have to figure it pretty close to justify sending a messenger, costing \$1.50 per hour, to the central transmitting office, even if we did not have to pay the cost of shortwave transmission; so it would have to be fairly urgent, as compared with our usual delays in getting orders out, in order to justify the overall cost of

transmission at higher speed than air mail.

On the other hand, very large libraries might well find that their volume of work might justify on-line transmission to a central computer. They might, but I should certainly want to see the arithmetic in full, and to study it carefully, before I should be inclined to believe it. The basic point here is that we do not have to get very fancy or very much involved in sophisticated hardware to start getting some benefit from computer technology; and that it is becoming feasible even for the one-man school library at the elementary level to benefit by simply applying that most uncommon commodity which, for some reason, has become known as common sense.

Well now, it ought to be fairly obvious that if we could mark or punch a nine-digit SBN on a card prepunched with our customer number and a dealer number, and send it off and get our book, that should save a good deal of work as compared with typing orders complete with author, title, etc., in full. If it did no more than that for us, it would save some time.

If the books any library bought were recorded in an electronic memory, this would represent a shelflist of the library in SBN form and any future order could be searched automatically to see whether it was in the library or on order. Thus, as soon as this had been in operation for a few years, it would be possible for the computer to do searching for the library automatically, and, if the book was found to be in the collection or on order, the order would be returned with the proper indication of its status unless the order was clearly marked as requiring an added copy or copies. This in time could eliminate substantially all searching of the catalog, the outstanding order files, the in-process files, trade sources, etc., when that book has an SBN and has been pub-

lished during the time span covered by the computer ordering procedure. Since LC is producing machine-readable cards, the computer could also convert from SBNs to LC numbers and locate cards in the MARC data bank for reproduction and shipment to the library.

And, as would appear to make sense, if LC could change from the use of its own special machine number to the use of SBNs when they are more generally available, then conversion from the SBN to an LC number would be eliminated. In either case all that would be required of the ordering library to obtain LC cards with the books would be to indicate by a proper mark or punch, in the assigned column, whether cards are wanted or not.

With thousands of libraries and booksellers ordering their books in this way through the same central mechanism, a fairly sophisticated computer could be kept busy and it could, if desired, serve as the bookkeeping department for all the libraries, bookstores, and publishers making use of it.

It could also, if desired, serve a central banking function; transferring funds from the account of the bookseller or library to the account of the publisher, either instantly or after any agreed upon period of grace. This is not new. Voucher orders which combine a check with the order are common in the book trade. This alone would save hundreds of thousands of dollars a year for even a medium-sized publisher. Carrying even a million dollars of accounts receivable for sixty days, a normal time lag in payment by libraries, costs the publisher around \$12,500 at current interest rates. If this time lag could be cut in half and applied to even half the receivables from sales to libraries, it would produce a tremendous saving for publishers. This banking function is not new. A large percentage of checks are cleared in just this way, and our personal checking accounts in the larger banks are all com-

puterized. The end product to the library would be the equivalent of a bank statement, indicating what books have been bought, the amount paid for each, and the balance remaining in the account. This could keep track of our monthly and quarterly expenditures and it could be designed to keep us from over obligating during the designated periods for which funds are available. A great deal of backroom work would be saved in publishing houses, bookstores, and in thousands of libraries.

The same routine could also be used to check each publisher's inventory of each book as each copy was sold, against the anticipated rate, and let him know when a reprint is required, as well as doing a good many other similar operations for booksellers and for libraries.

Where do we stand on all this right now? Hardly at the beginning. Publishers have just begun to assign SBNs, and that does not appear to be proceeding very rapidly. Some, hopefully many, may include SBNs for all their backlist in the next volume of the *Publishers' Trade List Annual*.

To be sure, a few jobbers have set up automated systems for a few of their customers, but these systems appear to be primarily a method for capturing large customers rather than a method for making savings in time or effort. Since this approach requires a substantial amount of makeready for each case and does not affect adoption of standard numbering, it is not of particular interest to the average library.

The only thing really holding back the SBN program is apathy. The publishing industry must be encouraged to speed up the adoption of SBNs and the assignment of these SBNs to all books in print as well as to all books published from now on. Given any real effort by the publishing industry in that regard, we should be able to handle any book in print in the United States or in England by SBNs in less than a year. Dur-

ing that time, if we want it, we could insist on standardized customer numbering for all libraries, and in the next six months to a year we could be ordering all English and American books in print without typing, and possibly with reduced searching, bookkeeping, and related record keeping.

Each library could make as much use as it wanted of the full range of the service, with the small library using the mechanisms that are suitable and practical for it, and the large library using what serves it economically. There would be no requirement that anyone accept LC copy in order to use the service, nor would automatic bill paying, etc., be required. Its use could vary from library to library.

While this would save fewer man-hours for the small library than for the large one, it could free manpower for other work, even if it is limited to SBN ordering, with the orders sent in by first class mail. In a library with only one staff member, who has to do everything, it would free added minutes or hours to provide the services for which the library exists.

In the long run, it may be that this might change the structure of the book business, since a few strategically located warehouses could supply all the books that tens of thousands of libraries around the country need, and could do it faster and better and cheaper than going through intermediaries, but it is doubtful that this would affect trade book sales, which require display of books to the public. So, while it might change library buying patterns and it might reduce costs for jobbers supplying bookstores and costs for bookstores, it is doubtful that this will bring about any radical change in general book distribution channels in the foreseeable future.

The possible advantages to libraries would appear to be quite great. Speedier and cheaper book ordering and check-

ing, with immediate reports on o.p. items and on items temporarily out of stock are the minima that we could expect, and this would require a negligible investment, or no investment, in either purchase or rental of equipment by libraries or in staff training.

It should achieve better use of the equipment already in use by the publisher or jobber who already has electronic data processing equipment, because he would not need to go through the step of converting our orders to machine readable form before he can handle them in his equipment.

This does not, of course, lay out a complete program for use by anyone, in all the ways in which it could be used. We have said nothing, for example, about ordering multiple copies at one time (one to two punches in the assigned column or columns would take care of that); nor about allocation of funds by departments or to branches—again a simple routine requiring not more than two punches in two assigned columns to take care of as many as one hundred accounts or branches, and with computer programs in existence taking it from there, even with a relatively inexpensive computer such as the IBM 1401.

There is no point, however, in going any further with the potential advantages and usefulness of this system, or any of the other ways in which it could be used, because the fact of the matter is that it is not usable for anything at the moment. The reason that it is not now usable is not lack of computers, or lack of big enough computers, or lack of suitable software, or the cost of equipment in the individual library, or lack of training of staff in new techniques. It is simply that there has not been any sense of urgency about getting all publishers in the United States to assign SBNs to their books in print or to set up a standardized customer number for all libraries, and book jobbers, and book-



sellers. If standard book numbers were assigned for libraries only, jobbers and booksellers would have to follow suit if they wanted any library business.

If these two steps were taken promptly, any library, with or without electronic data processing capabilities, and regardless of its size, could make the job of book ordering easier and faster for itself and for its suppliers, and should get faster service and faster reporting. We would not even have to wait for other services to be built into the system before we started to use it, since programs for accounting, billing, reporting, backordering, and the like are in existence now and could be added to the system as they are required.

This would not, of course, cover all book buying for any library for many years to come. It does not include books in foreign countries, other than England and possibly Canada, and there does not appear to be any special drive for broadening it to cover all foreign countries. Furthermore, there will probably always be difficulty in achieving complete coverage, by any mechanism, of all privately published books and pamphlets, such as works published by the author or by societies for distribution to members only. Nevertheless, it would appear that a very high percentage of the books bought by all except the largest public and scholarly library could be ordered this way; the average elementary school library does not order very many foreign or specialized or o.p. items, nor does the small or medium-sized public or high school library, and even college and research libraries order substantial numbers of titles from the ranks of English and American trade or scholarly books which are in print. There is nothing about this approach that requires an either/or answer, and there is no reason why the large amount of buying that can be simplified should not be, simply because

some book buying will still require manual processing.

The process will not of course have any appreciable, foreseeable impact on the intellectual processes involved in book selection, except that it might free some time for doing it. It will not replace the card catalog, or the reference librarian, or the readers' adviser, and they will not even have to learn to use a new lingo to make use of it.

It does represent one way in which we can use one or more central computers to do work that is arduous clerical work, which the machine can do, and in which a single input can eliminate a large number of succeeding inputs into the routines we have to carry out in order to get a book into the library and ready for use.

This may not be very glamorous, and it runs the risk that it might work, thus diverting attention from more "sophisticated" problems such as machine searching of the literature and the like, but there is nothing in this proposal that requires limiting the computer to this sort of intellectually sterile operation, and it is hard to see why this sort of intellectually sterile operation should be reserved for humans.

It certainly should not slow down the more sophisticated operations that fill the literature, since, assuming we could really get it going, this would provide a key to the collection in machine readable form from the moment of placing the order for any material. Thus if anyone ever figures out any really viable ways in which we can do such things as automatic indexing, searching, and the like, he would be saved at least part of the job of turning the library's records into machine readable form. The part of the collection ordered by SBN could be converted into LC cards pulled from MARC.

However, we are stepping out of character here, and out of our subject,



so let us return to it for a moment. If we could get SBNs supplied for all books in print by all, or almost all, American publishers, and SBNs assigned for substantially all American books published in the future; and if we could get standard customer numbers assigned, we could immediately start using central computer services advantageously, in any of our libraries, regardless of their size, for book ordering and receiving and reporting services, and we could do that without any (or any appreciable) investment in either hardware or in retraining of staff. We could then let it grow from there, variably for different types and sizes of libraries, as that appeared worthwhile.

Some twenty years ago we ran an experiment in the use of photography for clerical routines in half a dozen libraries. One of these was Yale, where the camera, called the Photoclerk, was housed in the catalog department. One of my more memorable experiences occurred when I went back to check on progress of the experiment and as I was leaving, one of the sweet old ladies said to me, definitely more in sorrow than in anger, and with the greatest gentility, "Dr. Shaw, why do you want to do away with catalogers?"

Then two weeks or so ago, when I went over part of the program I have

outlined above with my class in documentation, citing it as one of the types of things the computer should be able to do effectively, one of the students, positively stuttering in outrage (note the sign of the changing times), "But Professor Shaw, why do you want to relegate the computer to nothing but routine operations!?"

The answer to both is the same and it is simple. We are employed to operate libraries. We should use any tool or method that helps us to do that more effectively in whatever way it is most useful under the current state of the art. Using a camera to photograph a card cannot denigrate the intellectual work of cataloging and using a computer to compute cannot paint the computer black either.

The approach outlined above appears to promise one of the easy and available ways in which all types of libraries (as well as all types of publishers and all types of booksellers) can profit from the use of available computers with a minimum of change in methods or routines and with a minimum of investment in time or equipment, and it appears to present an evolutionary potential, starting with simple book ordering and adding steps as these appear feasible. I think we ought to get on with it.

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## Library Roles in American Higher Education

*This paper was delivered May 12, 1969, at the First U.S. Conference on Libraries and Information Science in Higher Education, held in Tokyo, Japan. We print it here because it is indicative of the American Council on Education's current interest in libraries.*

BEING NEITHER A LIBRARIAN nor an information science expert, I appear as an amateur among professionals so far as the technical content of this important conference is concerned. True, during my youth I worked one summer as a stack boy in a college library, and I once contributed a minor item to the *Library Quarterly*. These experiences hardly warrant my coming almost 8,000 miles from Washington—even to such a delightful country as Japan—to tell leading librarians things they already know about libraries!

Regarding the interrelations between libraries and higher education, however, I can speak from a background of varied experience as a student, teacher, and administrator on more than a dozen different college and university campuses. For the past eight years I have been with the American Council on Education, an association of more than 1,500 colleges, universities, and other educational agencies; this national perspective has given me a further appreciation of the vital role that libraries play in the conservation, dissemination, and advancement of education.

As we consider the interrelations be-

tween libraries and educational institutions, it may be useful to review briefly the changing functions of libraries and librarians. In America, the first libraries were rather limited book collections for even more limited circles of readers. Perhaps inevitably the early librarian was thought of primarily as a guardian or human watchdog. One of his first duties was to preserve from harm the scarce and valuable commodities in his custody. Instead of trying to put books and periodicals into as many hands as possible, the librarian's main task apparently was to keep them out of the wrong hands.

An amusing account of the early role of the American librarian is to be found in *The Old Librarian's Almanack*, alleged to have been written in 1773 by one Jared Bean. Some of his admonitions are as follows:

Keep your Books behind stout Gratings, and in no wise let any Person come at them to take them from the Shelf except yourself.

. . .

It were better that no Person enter the Library (save the Librarian Himself) and that the Books Be kept in Safety, than that one Book be lost, or others Misplac'd. Guard well your Books,—this is always your foremost Duty.

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*Dr. Wilson is President, American Council on Education.*

Question each Applicant closely. See that he be a Person of good Reputation, scholarly Habits, sober and courteous Demeanour. Any mere Trifler, a Person that would Dally with Books, or seek in them shallow Amusement, may be Dismiss'd without delay.

Our old librarian goes on to caution against admitting to the library anyone younger than twenty years, advises strong suspicions of all women, and the complete exclusion of politicians, astrologers, teachers of false knowledge, fanatic preachers, and refugees. He further counsels the true librarian to cast out and destroy all books merely frivolous and empty of serious meaning. Finally, he praises the librarian as one who "lives protected, avaricious neither of money nor of worldly fame, and happy in the goodliest of all occupations,—the pursuit of wisdom."

With the expansion of education and the growth of knowledge, the librarian emerged from his initial role as guardian of carefully culled knowledge for the select few into a second, predominant role. In this second stage he may be described as the omnivorous collector of practically anything in print. This period saw the rise of American public, college, and university libraries from the base of the subscription library.

All over the United States libraries were established as rather indiscriminate repositories of miscellaneous information. The growth was often an unplanned, mushroom development, and librarians were for the most part essentially amateur rather than professional workers. The collector-librarian was (and to some extent still is) in his heyday. Too frequently, little attention was paid to real needs, and even in college and university libraries quantities of books were gathered and housed with a cavalier disregard for the comfort, convenience, or requirements of those to be served. The number of titles steadily mounted, cataloging grew progressively more com-

plex and expensive, and the omnivorous collector-librarian was as happy as a miser who gathers unto himself a large hoard.

American librarians are quite familiar with the assertion that if this tendency continues unchecked, university campuses will be as taken up with libraries as the landscape of China is with cemeteries. Several decades ago somebody pointed out that the then current rate of growth of the Yale University library would in the year 2040 result in a book collection numbering over 200,000,000 volumes, occupying 6,000 miles of shelves, and requiring 6,000 librarians merely to do the cataloging.

The present-day librarian, as you know, is neither a mere custodian of books nor an omnivorous collector of miscellaneous printed works. On the campus, he must and does work closely with subject-matter specialists in teaching and in research. If his library is modern and well-designed, it is a convenient and inviting place for students as well as for more advanced scholars and researchers to work with and enjoy books. Moreover, the confines of the library contain not only books, manuscripts, and periodicals, but also slides, films, recordings, various microforms, and the facilities for using them. With the growing emphasis on independent student learning, and the declining stress on classroom lecturing and textbook memorization, the modern college or university library is no less important than the classroom and the laboratory as a place where learning is disseminated and advanced.

All of these developments mean, of course, that a new breed of librarian is emerging to meet changed and more complex demands for services. In addition to being able to communicate effectively with advanced scholars and beginning undergraduates, he and his colleagues in the library must know a great deal about data processing technology.



Not only must he be able to analyze and manage the knowledge system over which he presides, but also he must be able to relate it effectively to national and even international networks of information.

This international conference in Tokyo signifies very concretely the widened horizons of library leaders and their enlarged roles in contemporary society. As you look to one another for new and better ideas about how to conduct your increasingly complex enterprises, I would emphasize that institutions of higher education throughout the civilized world also look to you for ways to enhance teaching, learning, and research.

In an era of strident mass communication, it seems to me that librarians and other educators have a particular obligation to promote the wider and better use of one of man's greatest inventions, the book. I do not minimize the importance of other communications devices, including the latest gadgets of the new learning technology, but their spectacular features are likely to cause us—indeed are causing us—to overlook many of the advantages residing in the book as a superb device for human communication and understanding.

Because of the time-honored relationship between books and learning, we need to remind ourselves that the relationship is still viable. The world about us has grown so complex and the accumulated knowledge about it so vast, and often abstract, that book learning and its practitioners are essential elements to social survival. What other devices enable a wide range of thinkers of the past and the present to speak to us so readily? Despite progress in making mechanical communications devices inexpensive and portable, I still know of none that can be purchased in paper covers for less than a dollar, borrowed without cost from a library, carried in one's pocket, used anywhere without

plugging in, and then be placed back on a shelf to be always ready for later use. Great teachers are not always accessible in person, but the wisdom of all the ages, including our own, is distilled for us on every conceivable subject in book form. No admission is charged for those who wish to read for enjoyment, and no station interruptions puff the virtues of cosmetics, breakfast foods, or cigarettes. Moreover, the reader as learner can set his own pace, and as enjoyer does not have to fit his taste to that of thousands or millions of other people.

Many years ago, Francis Bacon noted that reading makes the full man. Librarians and other educators need to join efforts everywhere, it seems to me, in doing all in their power to further the use of that familiar but often neglected object, the book. For those who want knowledge or inspiration, there is no handier place to get it. For the worried or weary, there is no better tranquilizer. For the bored or the adventurous, there is no easier mode of flight to other times and places. For those who want to promote a better understanding of other cultures, readily available books in translation afford inexpensive means of bringing diverse peoples into closer association with one another's ideas and aspirations.

In colleges and universities, especially, the library constitutes the keystone of teaching and learning. Paul Buck, Harvard historian and librarian, once noted that "a quality education is impossible without a quality library," and compared "the student in many college courses to a traveler abroad who keeps his nose in the guidebook and never looks at the life around him. Teaching with textbooks means offering the student body only a guidebook instead of the variations and depth of experience to be found in living books."

His book, *Libraries and Universities*,



also notes that in the United States a superior library is an important element in attracting a superior faculty to an institution of higher education. Although many American collegiate libraries fall below the standards set by Dr. Buck, I certainly agree with him that "the library is the heart of education." In an era when students in many countries, including Japan and the United States, are protesting the kind of classroom instruction they are getting, I wonder why more of them do not spend more time in the library freely pursuing their own intellectual interests and less time milling about on the campus demanding pedagogical reforms.

Some of their professors may indeed be stodgy and limited in their points of view, but there is nothing limited about the range of ideas or perspectives to be had in a well-stocked library. Nowhere else on the campus—or away from it, for that matter—is there more freedom to run the whole gamut of what men of all times and places have thought and said.

Furthermore, a good library can never be accused of spoon-feeding those who use it. The student who can use the library as an intellectual resource is not a passive recipient of information and ideas obtained from lectures and textbooks. By searching out the answers to his own questions, he engages actively in self-education. A common task of teachers and librarians, therefore, is to stir the curiosity of young people and to show them how to satisfy that curiosity. In short, I believe that student activists who really want to change the world would be well-advised to "invade" the library instead of the office of the president.

I am not familiar with practices in Japan, but in the United States a good many colleges and universities do make an honest effort to acquaint beginning students with the rudimentary uses of

the library. Freshmen orientation week often includes a tour of the library, with some instruction about how books are classified and shelved, what the rules and regulations are for borrowing and returning books, where different kinds of materials may be found, and so on. Further instruction may be given during the opening semester as part of one or more courses of study, such as the introductory course in English. A national survey published a few months ago indicated that such teaching is increasingly common, although American librarians agree that more is needed.

The growing vogue among many American colleges and universities for independent study for advanced students has given rise to programs that may require few, if any, regular class meetings. The student has periodic conferences with his professor—in effect, he teaches himself. In the humanities and social sciences, his most important aid to learning necessarily is the library. Independent study, to be sure, cannot be recommended as superior to all other modes of learning. It can, however, as one critique has mentioned, have a "liberating effect on the student, who becomes freer to exercise his choice of discrimination, and on the instructor, who becomes less involved in the purveyance of information and more concerned with the development of curiosity and judgment."

To make libraries more physically and intellectually inviting to their undergraduates, some of our most comprehensive universities have established separate buildings for them. There, the bookshelves are typically open to browsers, and reading rooms are often furnished with comfortable chairs and even ash trays for those who wish to smoke. For example, the Harvard University library, with its 8,000,000 or so volumes, has adjacent to its large main building a much smaller one for undergraduates,

with only 150,000 volumes, all readily accessible. The University of Michigan has twelve residence hall libraries, the largest offering approximately 2,500 books, 1,100 phonograph records, and 70 periodicals and newspapers. When I was at the University of Texas, we followed the Harvard example and built a library primarily for undergraduates next to the much larger main library. The response of students to our emphasis on "access and exposure," I might add, was most gratifying.

At a time when higher education in most countries is beset with the twin problems of growing numbers of "consumers" and soaring costs, perhaps we can find solutions through a better utilization of our libraries. In my country, more and more institutions are willing to grant credits to students who can pass examinations covering the subject matter of scheduled courses in which they have not been registered. It is also becoming increasingly common to give advanced standing by examination—that is, to allow a student to take a sequential course on a higher level than that to which his completed course work would entitle him. I suggest also that colleges and universities should give more attention to the continuing education of mature persons who may not be formally classified as students. They too require aid in the process of self-education and in the use of libraries as indispensable adjuncts to the achievement of learning.

As you well know, the quality of library holdings does relate to the quality of formal education. To identify quality in advanced education and to find out what factors are associated with it, the American Council on Education made a comparative study several years ago of graduate departments in twenty-nine academic disciplines among the 106 American universities offering appreciable work on the doctoral level. In commenting on the relation between aca-

demic quality and library resources, Allan M. Cartter, the author, noted:

The library is the heart of the university; no other single nonhuman factor is as closely related to the quality of graduate education. A few universities with poor library resources have achieved considerable strength in several departments, in some cases because laboratory facilities may be more important in a particular field than the library, and in other cases because the universities are located close to other great library collections such as the Library of Congress and the New York Public Library. But institutions that are strong in all areas invariably have major national libraries. The seventeen universities among the first twenty institutions in our study (omitting the three leading institutions of science or technology) had total library holdings ranging from 1.3 million to nearly 8 million volumes; the average holding was 2.7 million volumes. The bottom twenty institutions among the 106 in the survey had libraries ranging from 125,000 to one million volumes, averaging 465,000.

The monograph, entitled *An Assessment of Quality in Graduate Education*, goes on to point out that the size of a library does not necessarily measure its adequacy for scholarly purposes. During the study, an index was devised, accordingly, for total volumes, for volumes added, for periodicals, and for an overall library indicator. In the computation, the figure 1.00 was chosen to indicate the average number of volumes or periodicals for all universities in the survey. When this base figure was applied in each of the four comparisons, Harvard was found to have a higher index standing than any other American university, except on the periodicals index, where it was exceeded by the University of California at Berkeley.

The other top-ranking university libraries in the United States, in respective order, were at Yale, the University of California at Los Angeles, Cornell, Illinois, Stanford, Michigan, Columbia,

and Chicago. The next nine, listed alphabetically, were those at Johns Hopkins, Minnesota, Northwestern, Ohio State, Pennsylvania, Princeton, Texas, Washington, and Wisconsin. The overall library resources index for the first group of institutions ranged from 2.44 to 5.29, and for the latter group from 1.50 to 1.99.

This study observed that all universities having overall faculty ratings of "strong" or "distinguished" also had library resources scores above 1.4. Overall, library resources hold somewhat lesser importance to such specialized and distinguished institutions as the Massachusetts Institute of Technology and the California Institute of Technology. Even in these instances, however, a significant relationship maintains between the strength of the library and the academic standing of the institution.

Turning now from the academic scene to a broader consideration of what might be called "the power of books," I want to relate library resources more broadly to national resources. As a strong believer in the generally beneficial influence of books on human beings, I am somewhat dismayed to acknowledge for my own country the inordinate amount of time people of virtually all age groups spend watching television. In reading recently about Japan, I noted that there also more than 80 percent of the households own television sets, and that the per capita ownership of books is low. In these respects the masses of our people in both nations apparently make somewhat similar use of their leisure time.

I found encouragement elsewhere, however, in learning that both of our nations rank among the leading five publishing countries of the world. As an American with a warm feeling of friendliness toward Japan, I was pleased to observe that that nation imports more books from the United States than from any other country. Unfortunately for

us Americans, there are more Japanese who read English than persons in my country who read Japanese, and thus the flow of books is not equal in both directions; I can assure you, though, that our interest in your people and your culture is growing continuously. To my way of thinking, the interchange of books and ideas, of scholars and students, is even more important than diplomacy in the furtherance of international understanding and world peace. Librarians no less than diplomats need to communicate with one another, and in so doing everyone benefits.

Furthermore, I think it could be demonstrated that there is a fairly close relationship between the prosperity and strength of a nation and the values it attaches to the kinds of knowledge found in libraries. The recent *Report of the President* of the Carnegie Institution of Washington, commenting on some findings by an American scholar, Derek Price, notes:

In a series of penetrating studies, he has been able to show that the contribution of the various nations of the globe to the world's store of scientific information *per se*, as measured by the share of the world's scientific papers in various fields annually issuing from them, is remarkably coordinate, not with their total populations, not with their own estimates of the funds which their governments expend in research and development—which may vary from less than 1 percent of their annual budgets to the high of approximately 3.5 percent of the gross national product reckoned for our own country—but, remarkably enough, with their overall national wealth. That proportion turns out to be extraordinarily uniform among all nations which are making significant contributions to the global accumulation of scientific knowledge.

In the unrelenting competition of our planet, it is crystal clear that any nation which permits its scientific resources to wither, or even to diminish, over any considerable period of time is *ipso facto* gravely compromising its position in the



world. And the greatest of these resources, of course, is the human one. . . .

This citation speaks only of scientific knowledge and resources, of course, but I suspect that a comparable inquiry into library resources and their utilization would yield similar findings and conclusions. Japan and the United States are both prosperous, strong nations. To maintain our prosperity and strength, however, both nations must be willing to ensure adequate support for our libraries and our educational institutions. We librarians and educators therefore have an obligation not only to render the best services we can but also to impress upon our constituents the indispensability of sufficient material support and public understanding for a continuous enlargement and improvement of these services.

In closing, let me say that mankind

owes a debt of gratitude to libraries and librarians for services to the advancement of higher learning and of civilization. Although libraries already are estimable social agencies, the presence at this conference of leading Japanese and American librarians signifies a desire to improve further their efficiency and effectiveness. I would remind you that the effort to enhance the increase of knowledge and its better utilization not only strengthens nations, but also promotes the rule of reason and mutual understanding throughout the world. Far from being mere custodians of accumulated knowledge, you play vital roles in raising the quality of human life. I commend those who were responsible for organizing this conference, and wish all of you every success in carrying forward its implications.

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GERALD JAHODA, CHARLES L. HUBBARD,  
and MARY LOU STURSA

## Academic Library Procedures for Providing Students with Required Reading Materials

*The literature on reserve book systems in academic libraries is reviewed and problems with existing reserve book systems are discussed. The results are presented as a small-scale study of closed stack reserve book reading by one class of library school students. Waiting time and inconvenience occur even with a small class of fifteen students when only one or two copies of the required readings are placed on reserve and when students are only given the interval between two class periods to do the reading. The data from this study were used to develop a minimum cost decision model based on multiple channel infinite queueing theory. The study concludes that student waiting time is a significant and, until now, largely ignored factor in reserve book systems.*

“THE UNSATISFACTORINESS of the reserved book arrangements in most colleges is agreed to by students, librarians, and instructors alike. The brief periods for which the books may be used, the necessity for many duplicates, the waste involved when reading lists are changed, the large number of volumes tied up which are not used, the crowded, noisy and restless condition of the reserved book reading room, the tendency of students never to go beyond the books given this special handling, are all causes of complaint.”<sup>1</sup>

The paragraph above was written in 1940. It might well have been written

in 1970. In this paper, the literature on reserve book systems is reviewed and a small-scale study on the subject is described. The typical reserve book system in today's college and university libraries is either a closed stack system, an open stack system, or a combination of both. The journal collection can be considered a part of the reserve book system since required readings are commonly assigned in journals. The journals are typically read in the library or are loaned for shorter periods than circulating books.

### *Review of the Literature*

As early as 1878, an article on “Special Reserves” appeared in the *Library Journal*.<sup>2</sup> Library literature on this subject is mainly concerned with descriptions of systems in given libraries and comments from the librarians' point of view.

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Many of these librarians have thought, as did Pierce Butler, that "required reading is an overworked fad of the present generation of teachers."<sup>3</sup> A 1965 editorial in *Library Journal* suggested that the reserve book system tends to restrict students to reading only the assigned material and to discourage them from doing independent reading in the field being studied.<sup>4</sup>

Other librarians have attempted to find a system that would be more satisfactory. Branscomb felt that "a considerable waste of time and effort is associated with the present (reserve book) practice."<sup>5</sup> He suggested that materials which must be read by a large number of students could be supplied in many cases by more effective means. Alternatives to the reserve book system have been suggested and tried. Branscomb wrote "... it would probably be a kindness to most students and certainly an educational gain, if they were required to buy more of their indispensable books than they do in most colleges. The use of cheaper reprints and carefully planned rental sets are already being brought in to help solve the problem."<sup>6</sup> The provision of rental book collections has been attempted at several colleges and universities, but it was found in at least one instance that such collections proved to be too much of a financial hazard to the library.<sup>7</sup> A 1959 article which reviewed the advantages and disadvantages of rental collections considered the fact that the provision of rental books was out of the province of the library.<sup>8</sup>

Librarians have tried many "variations on a theme" in attempting to solve the problem of reserve book systems, *e.g.*, open-shelf reserves,<sup>9</sup> closed-shelf reserves,<sup>10</sup> time-limited reserves,<sup>11</sup> and duplicate collections.<sup>12</sup>

In 1945 Gordon Gray, noting the trend toward assigned reading in journals, suggested the use of mimeographed or photostatic copies in the reserve room.<sup>13</sup> Use

of photocopies in public library reference rooms is currently being tried in California,<sup>14</sup> but no published reports on actual use of mimeographed copies or photocopies in college and university library reserve rooms have been found. It is, however, common knowledge among librarians that the use of copies of readings is being practiced by both libraries and teaching departments, in some cases disregarding existing copyright laws. This is in addition to the large amount of photocopying being done by students for their own use.

Very few of the reserve book studies have looked at the problem from the standpoint of the student, yet the report of a preliminary study at Florida State University (to be described below) indicates that the *principal* cost factor in the reserve book system is student time.<sup>15</sup> In a study designed to determine the reasons for the failure of students to read assigned material, A. D. Burnett noted that the "immediacy of availability appeared to be the most important factor" and that, for the student, delay of any kind in obtaining the reading amounted to failure.<sup>16</sup>

The educational literature is almost totally devoid of articles on reserve book and required reading. Two studies have been done showing that students who make considerable use of the library do better academically than those who do not, but neither of these studies has investigated required reading in the library as a separate part of the study.<sup>17</sup>

No reports have been found in the literature of any comprehensive, up-to-date studies of the reserve book system or its alternatives which study the system from the standpoint of all parties concerned: the student, the instructor, the librarian, and, where copyright laws are involved, the author and the publisher. Bibliographies of the literature show that reserve book systems have concerned academic librarians for many years. Although the current lit-

erature contains little material on the subject of reserve book systems, discussion with librarians, instructors, and students has indicated that such systems still cause dissatisfaction and that a systematic study is needed.

### *Pilot Study of a Closed Stack Reserve Book System*

A small-scale study of reserve book reading in a closed-stack reserve book system was made with a class of fifteen library school students at Florida State University. The class met three times a week (Mondays, Wednesdays, and Fridays). During the two weeks of the study, twelve reading assignments were given. Two readings were given during each of the six class periods with instructions to complete the reading for the next class period. One to three copies of the readings were placed on reserve. The students were asked to record on a form the time in minutes each reading was charged out (the service time), whether they had to wait for

the reading, and, if there was a wait, whether it caused any inconvenience. The mean reading time ranged from nineteen to fifty-four minutes with a mean of thirty-five minutes for the twelve readings. The results of this study are summarized in the following table.

It can be seen that, even with a small class of fifteen students and one in which not all of the students charged out the required readings, some inconvenience was reported. This occurred when only one or two copies of the readings were placed on reserve and when students were given only the interval between two class periods to do the reading.

Reserve book systems appear to present as yet unresolved problems to students, faculty, and librarians in colleges and universities. Systems analysis methodology is recommended to characterize the objectives of reserve book systems in measurable terms and to develop as well as test alternate means for achieving the stated objectives.

RECORD OF RESERVE BOOK USE BY A CLASS OF FIFTEEN LIBRARY SCHOOL STUDENTS

Reading Assignment	Mean Service Time per Student (Minutes)	Copies on Reading	Charged Out Reading	Number of Students Who:	
				Had to Wait	Were Inconvenienced by Wait
A	29	3	13	none	none
B	30	1	14	6	2
C	41	2	12	none	none
D	54	1	13	3	3
E	29	3	14	none	none
F	19	1	13	1	none
G	35	2	13	none	none
H	37	1	12	1	none
I	38	2	12	6	5
J	41	1	12	4	2
K	30	2	11	2	1
L	38	3	13	1	none

### REFERENCES

1. Harvie Branscomb, *Teaching with Books* (Chicago: Association of American Colleges, 1940), p. 118.
2. "Special Reserves (at Harvard)," *Library Journal*, III (1878), 271.
3. Pierce Butler, "College Students' Reading," *Bulletin of the Association of American Colleges*, XIX (1933), 345.
4. J. N. Berry, "Unreserved Book," *Library Journal*, XC (1965), 2228.
5. Branscomb, *op. cit.*, p. 57.
6. *Ibid.*, p. 130.

7. E. A. Henry, "University of Chicago Rental Collections," *Library Journal*, LIII (1928), 253.
8. A. Kusler, "Rental Collection: Pro and Con," *Library Journal*, LXXXIV (1959), 1753.
9. A. Laing, "Reading Programs," *Dartmouth College Library Bulletin*, II (1958), 3.
10. Branscomb, *op. cit.*, p. 127.
11. A. J. Vennix, "Two-hour Reserve Desk at University of Nebraska," *Library Journal*, LXXVII (1952), 1040.
12. Branscomb, *op. cit.*, p. 128.
13. G. W. Gray, "Teachers, Reserve Lists, and Librarians," *Wilson Library Bulletin*, XIX (1945), 695.
14. Martin Erlich, "The Mass Assignment," *Library Journal*, LXXXIII (1968), 3099.
15. Charles L. Hubbard, G. Jahoda, and T. Johnson, *Minimum Cost Decision Model for Additional Copies of Library Books Based on Multichannel Queueing Theory* (Tallahassee: Florida State University, 1968), p. 1. The data in the table were used in the development of a minimum cost decision model based on multiple channel infinite queuing theory. Copies of a particular reading are treated as service channels, and individual readers become units which require service. Service time is the length of time a reader spends with a reading, and waiting time in the queue is the delay between arrival at a charge-out desk and receipt of the reading. The limited empirical data supported a double Poisson model for distribution of arrival and departure rates (service rates). Long-run incremental costs are investigated and allocated to book life, library service, and waiting time of readers. The value optimization consists of finding the number of books (service channels) which minimize long-run incremental cost to society. The queue parameters of mean arrival rate and mean service rate are reinterpreted into four decision variables for analysis of individual readings. These four decision variables are: (1) number of readers; (2) time available to complete a reading; (3) length of reading in words; and (4) difficulty of reading in words per unit time. A series of sample decision charts is presented which permits the selection of an optimal number of copies for a particular reading in terms of the four decision variables and unit cost of a given library.
16. A. D. Burnett, "Reader Failure; a Pilot Study," *Research in Librarianship*, I (1967), 145.
17. K. L. Heaton and Vivian Weedon, *The Failing Student* (Chicago: University of Chicago Press, 1939), p. 76; A. E. Eurich, "The Significance of Library Reading among College Students," *School and Society*, XXXVI (1932), 92-96. ■■



## The Use of an Automatic Answering Service in Research Libraries

*An answering device will help fill the gap in professional service during evening and weekend hours. The inexpensive system eliminates the drawbacks of having nonprofessional personnel answer inquiries phoned in to the library.*

ALL LIBRARIES THAT SERVE a research clientele share one problem. Research people (students, faculty, and others) do not observe regular business hours. Consequently, university, college, and special libraries stay open for long hours every day of the week. However, because of financial shortages and the difficulty of getting librarians to work odd hours, the library often finds it possible to offer experienced, professional services only during conventional work hours, Monday through Friday. In such cases the library is generally staffed the rest of the time by student assistants or other part-time help. Research libraries perform a desirable service by making the collection and the study facilities available during such an extensive period, but there is also a way of extending professional personnel services at a very low cost during odd hours. It is by the use of an automatic phone answering and recording machine.

The University of Michigan Law library has been successfully using such a system for about two and a half years. Its cost is modest; less than \$25.00 per month for rental of the Bell Telephone

Automatic Answering Service machine, including the phone line, plus an initial \$15.00 installation charge. Similar machines can also be purchased outright for about \$200.00. Such devices, of course, "answer the phone" with a recorded message, then record the caller's question for later playback.

How does this machine extend library service? For one thing, it can be "on" twenty-four hours a day, whether the library is open or not. For another, it is a better system for answering many types of phoned-in questions than that of allowing the student assistant on duty to attempt to answer the question or to tell the caller to call back in the morning when the "regular librarians" are in. Many inquiries are not answered by students due to lack of knowledge or, worse yet, are answered only partially or incorrectly. The answering service can accept inquiries on such matters as reference questions, location of materials, library holdings, requests to deliver books (paging service), and such miscellaneous items as future hours of the library, information regarding personnel on the staff and faculty, why the flags are flying at half-mast, and other "information desk" type questions.

The obvious drawback to this system

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is that the question is not answered immediately. However, the question is recorded immediately and accurately. This means that the researcher at least knows that his question is "on file," will be answered soon and that he can go on to other things. In most cases, a researcher is more annoyed by wrong answers or the necessity of having to remember to call back at another time (with all the problems of finding the right person or department to answer the question) than he is by the delay.

Without the machine, the student on duty could of course take notes of telephoned messages. This does not always work, for several reasons. At times he is busy attending to patrons at the desk, or he may not understand the question, and it may not be recorded correctly, or, finally, the query may not get to the proper person. By use of the phone service, an experienced librarian, prob-

ably a member of the reference staff, can play back each morning the recorded questions with the caller's name and number and either answer the questions himself or see to it that they are directed to the proper person. It is a fact of human nature that inquiries, once having been recorded in such a deliberate, accurate, and "scientific" fashion will receive priority treatment over inquiries received in a less formal manner. It is the difference between asking someone for something in the hallway and asking for the same thing via a signed memorandum.

In summary, such a system has two advantages: (1) it will in actuality provide more service and (2) it will *seem* to provide more service. It will give the user the feeling that the library is patron oriented, that the librarian did not go home at five o'clock and forget about him and his needs. ■■

# Selected Reference Books of 1968-69

## INTRODUCTION

THIS ARTICLE continues the semiannual series<sup>1</sup> originally edited by Constance M. Winchell. Although it appears under a byline, the list is actually a project of the Reference Department of the Columbia University Libraries, and notes are signed with the initials of the individual staff members.<sup>2</sup>

Since the purpose of the list is to present a selection of recent scholarly and foreign works of interest to reference workers in university libraries, it does not pretend to be either well balanced or comprehensive. Code numbers (such as AA71, 1EA29) have been used to refer to titles in the *Guide to Reference Books*<sup>3</sup> and its *Supplement*.

## BIBLIOGRAPHY

Gray, Richard A., comp. *Serial Bibliographies in the Humanities and Social Sciences*. Ann Arbor, Mich.: Pierian Pr., 1969. 345p. \$7.00. (68-58895).

Proposing to "identify and designate the salient characteristics" (*Introduction*) of serially published bibliographies of primary utility to humanists and social scientists, this volume cites both currently published and defunct works, those complete in themselves, and those that appear as features within other serials. Special attention has been paid to useful but little known lists.

Arrangement is classified by Dewey numbers; entries contain title, with trans-

lation if not in English; starting date for current, and inclusive dates for noncurrent, publications; full imprint for separately published series, and journal title for "hidden" bibliographies. Descriptive annotation is given by means of a number and letter code described in the introduction and given in chart form on the endpapers. This permits much information on language, form of materials included, frequency, bibliographic arrangement, and contents to be neatly compressed into a single line, but requires reference to the code for explanation. There are four indexes to aid in reference use.—R.K.

## ARCHIVES

Brooks, Philip C. *Research in Archives; the Use of Unpublished Primary Sources*. Chicago: University of Chicago Pr., [1969]. 127p. \$5.75. (69-19273).

This manual is addressed to the researcher or the graduate student who lacks instruction in the use of unpublished sources. Seven short chapters deal with problems involved in finding and using archival materials, together with such questions as choosing a topic and organizing the search; responsibility of the archivist and the researcher; limitations of access; notes and copies; the critical attitude toward sources; and modern techniques of reproduction. There is a short bibliography and an index.—R.K.

## ENCYCLOPEDIAS

*Encyclopaedia Universalis*. Paris: Encyclopaedia Universalis France, 1968-. v.1- . (In progress) ill. (2700F).

Contents: v.1-3, Aalto-Causalité.

The product of a joint effort of the Encyclopaedia Britannica and the Club Français du Livre, this new French-language general encyclopedia is intended both for

<sup>1</sup> CRL, January and July issues starting January, 1952.

<sup>2</sup> Linda Benson, Rita Keckeissen, Georgia Lanzano, Eileen McIlvaine, Mary Ann Miller, Heidimarie Peterson, Janet Schneider, Nancy Schroeder.

<sup>3</sup> Constance M. Winchell, *Guide to Reference Books* (8th ed.; Chicago: American Library Association, 1967); *Supplement* (Chicago: ALA, 1968).

reference and for in-depth informative reading. Sixteen of its twenty volumes will constitute the text; three will form the *thesaurus* or index; and one will act as the *organum* or summary and systematic guide.

Because its intention is predominantly systematic, entries are limited to broad articles. Understandably, little emphasis has been placed on biography. Many cross-references are provided in the text from specific headings which have no separate entries to the broad heading which has been adopted. Even so, the encyclopedia will be limited in its usefulness until the index volumes appear, for such headings as "Anglais (Art)" and "Anglais (Droit)" have been used. The arrangement, despite the emphasis on subject correlation, is alphabetical.

The format is quite agreeable, illustrations numerous and attractive. With the exception of the rare short entry, each article is preceded by a table which presents the headings used within the article to organize the material. An overview of the subject follows, outlining its importance and problems. At the end of the treatment of a subject over which there is some controversy a section of "débats ouverts" presents opposing viewpoints. Bibliographies emphasizing standard and recent French works are appended to the articles; articles are signed with initials. References to related headings appear at the end of each article.—L.B.

#### PERIODICALS AND NEWSPAPERS

Committee on Latin America. *Latin American Economic and Social Serials*. London: C. Bingley; [Hamden, Conn.], Archon Books, 1969. 189p. \$7.00. (74-382598).

This union list of current and recent Latin American economic and social science serials held in British libraries was published as part of an effort to promote interest in Latin American studies in the United Kingdom. Latin America has been interpreted as including the islands in the Caribbean as well as Central and South America; "economic" has been broadly interpreted to include agricultural serials when the important products of an area

are considered therein. Publications known to have ceased prior to 1945 have been excluded. Arrangement is by title within geographical area; general sections for Latin America and the Caribbean list serials published by international organizations or those of a general nature published outside Latin America. An index of sponsoring bodies and an index of titles are useful additions. Items which are indexed in the *Index to Latin American Periodicals* (Guide AF154) have been so designated.—J.S.

*Latin American Newspapers in United States Libraries; a Union List*. Compiled . . . by Steven M. Charno. Austin: Univ. of Texas Pr., [1969]. 619p. \$20.00. (Conference on Latin American History, Publ. 2) (69-63004).

Compiled and edited in the Serial Division of the Library of Congress for the Conference on Latin American History, this union list represents an initial step toward increased utilization of this source material. The more than 5,500 titles in seventy reporting libraries include publications of twenty Latin American republics and Puerto Rico. Objective of the inventory "has been not only the traditional provision of a key to the researcher, in need of specific material, but also . . . because of the physical deterioration of the pulp newspaper files, the identification of the holdings of specific titles so that a composite of such holdings could be merged in the preparation of master negative microfilms."—*Introduction*. Although specialized periodicals are excluded, official gazettes before 1900 have been listed because of their general news value. Arrangement is by place of publication, first by country then by city, without index approach. Each entry consists of title, frequency, and beginning date when available. Additional notes concerning title and frequency changes, suspensions, and similar information are given wherever possible.—J.S.

Kujoth, Jean Spealman. *Subject Guide to Periodical Indexes and Review Indexes*. Metuchen, N.J.: Scarecrow Pr., 1969. 129p. \$5.00. (79-1268).

Using a subject classification roughly



corresponding to major-subject departments in colleges and universities, the "academic-subject index" of this guide can lead the librarian or student quickly and easily to lists of indexing sources in various fields. Code letters follow each title, and by referring to the "type-of-information code" the user can learn what kinds of articles or types of reviews these specific works index. In the "title descriptions" section is found a full annotation, including the form, content, and subject coverage of each title cited in the "academic-subject index." Finally, a list of the sources which perform the particular functions enumerated in the "type-of-information code" (e.g., indexing of primarily general or popular material; indexing of reviews of tape recordings) can be seen at a glance by referring to the "summary of titles" which is presented in tabular form. This is a concise guide, well organized for easy use.—M.M.

#### DISSERTATIONS

West, Earle H. *A Bibliography of Doctoral Research on the Negro, 1933-1966*. [Ann Arbor, Mich.], Xerox, University Microfilms, 1969. 134p. \$5.00. (73-76349).

The compiler has drawn from *American Doctoral Dissertations* and *Dissertation Abstracts* (both of which are now University Microfilms publications) citations to some 1,500 dissertations "covering every aspect of study relating to the Negro and the United States . . . or dealing primarily with the problem of race." —*Introduction*. Arrangement is topical, with fairly general headings such as "Religion," "Rural Problems," "The Courts and Law." The author index gives volume and page reference to *Dissertation Abstracts*, together with order information for those dissertations available for purchase from University Microfilms. This will be a useful list, and it is somewhat surprising to see which topics have received most attention in doctoral research—for example, there is much more emphasis on inter-group relations as opposed to economic status and problems of the Negro.—E.M.

#### BIOGRAPHY

Tilman, Robert O., ed. *International Biographical Directory of Southeast Asia Specialists, 1969*. Athens, Ohio: Inter-university Southeast Asia Committee, Association for Asian Studies, [1969]. 337p. \$4.50 pa.

Although its purpose—to make known to fellow scholars the background, work, and interests of area specialists—is similar to the Hispanic Foundation's *National Directory of Latin Americanists* (Suppl. 1DB13), the scope of this new directory is international. Information is based on replies to questionnaires, and includes references to the biographee's five most significant published works and to his current research projects, as well as the expected information on educational background and career. More than half of the 950 Southeast Asia specialists listed are Americans; no completed questionnaires were received from the USSR and the Chinese People's Republic. Indices by nationality, country and field of specialization, and language facility complement the alphabetical arrangement.—E.S.

#### GENEALOGY

Smith, Elsdon Coles. *American Surnames*. Philadelphia: Chilton, [1969]. 370p. \$9.95. (71-85245).

A book on American surnames must necessarily include names of many national origins. Rather than offer a mere dictionary of names Mr. Smith's method has been to provide a running account of the origin of the most common American family names (and some of their less common variants), with special attention to the social conditions and customs surrounding the adoption of surnames in England and in Europe in general. Names are treated in four main groups: patronymics, occupational names, nicknames, and place names. There is a further section of "Surnames not properly included elsewhere." An index, a bibliography, and an interesting list of the 2,000 most common surnames in the United States complete the volume.—E.S.

## LANGUAGE

Wall, C. Edward and Przebrenda. *Words and Phrases Index*. Ann Arbor, Mich.: Pierian Pr., 1969. 390p. \$17.95. (68-68874).

Subtitle: A Guide to Antedatings, New Words, New Compounds, New Meanings, and Other Published Scholarship Supplementing the *O.E.D.*, *Dictionary of Americanisms*, *Dictionary of American English*, and Other Major Dictionaries of the English Language.

The *Words and Phrases Index* will be a time-saver for those interested in word usage. It lists unusual words, compound words, and phrases, and provides references to notes or articles in four serial publications where use of the words is discussed. The serials thus indexed are *American Notes and Queries* (1962-67), *American Speech* (1925-66), *Britannica Book of the Year* (1945-67), and *Notes and Queries* (1925-66). The compilers claim to provide information "often not available in major dictionaries," and include "slang, dialects, non-standard and geographical variations of the English language."—*Introduction*. The work is a computer product, with words listed alphabetically and phrases listed under the first word other than an article. A second volume will rearrange phrases and compounds under variant entries, and will include entirely new items.—*G.L.*

## LITERATURE

Hayne, David M., and Tirol, Marcel. *Bibliographie critique du roman canadien-français, 1837-1900*. [Toronto] University of Toronto Pr., [1968]. 144p. \$4.00. (77-406213).

Working within carefully defined limits, the authors have produced a fairly specialized, but very useful work for the student of French-Canadian literature. Nineteenth century works of prose fiction (separately published at least once) by Canadian authors writing in French are the subject of the bibliography. Editions (including serializations and published extracts), English translations, and significant critical studies are cited, together with many helpful notes on publication of

the novels and annotations of the critical works. Library locations are indicated for the editions cited. There is an index of authors, titles, and subtitles.—*E.S.*

Howard-Hill, Trevor Howard. *Bibliography of British Literary Bibliographies*. Oxford: Clarendon Pr., 1969. 570p. £7.7s. (Index to British bibliographies, 1).

First of a projected three-volume series, this compilation "records all publications in English which list the printed works of British writers, which list and describe the works published in Britain from 1475 to the present day, whether generally or classified by period, or literary form or genre, or which describe English works dealing with particular subjects."—*Introduction*. In general, only bibliographies published since 1890 are considered. A second volume will center on Shakespeare, and the final volume will be a bibliography of British bibliography and textual criticism.

Many forms of material are included: books, periodical articles, auction and exhibition catalogs (but not catalogs of manuscripts and letters, and also excluding theses). The most useful of the six main sections are the final three: Forms and Genres ("Almanacs" to "Unfinished Books"), Subjects ("Accounting" to "Witchcraft"), and Authors (from 1475 to the present, alphabetically arranged), the largest of the sections. The volume has an excellent index; this is essential, for each title is listed only once. The compiler admits that one could argue with his placement of some of the entries, but through the index the user can find all titles pertaining to a topic or an author. Among the arguable placements is the listing of some author bibliographies in the first section entitled "General bibliographies of and guides to British literature." Yet one must be pleased to have such an extensive guide to bibliographies with such liberal cross-referencing.—*E.M.*

LeSage, Laurent and Yon, André. *Dictionnaire des critiques littéraires; guide de la critique française du XX<sup>e</sup> siècle*.

University Park: Pennsylvania State University Pr., [1969]. 218p. \$6.50. (68-8181).

This work is a biographical dictionary as well as a concise introduction to modern French literary criticism. A biographical sketch is given for each of the 119 critics listed; the critic's esthetic theory and approach to literature, his concepts and criteria—his *méthode*—are discussed briefly. A list of the author's major writings concludes each summary. Selection of entries was based on the critic's professional reputation and prominence. The work's detailed introduction outlines the development of French literary criticism and its function in the nineteenth and twentieth centuries. A "bibliographie générale" lists suggested further reading on the theory of literary criticism, thus supplementing the historical survey. The volume should serve as a valuable guide for the beginning student of the subject.—H.P.

Moisés, Massaud. *Bibliografia da literatura portuguesa*. São Paulo; Editora da Universidade de São Paulo, 1968. 383p. (68-3479).

With the collaboration of a small group of fellow scholars, Professor Moisés has produced a basic bibliography of Portuguese literature from the time of the Troubadours to the modern period. Following a section of general works the arrangement is by literary period, with subsections for literary genres, often including such related areas as religion, philosophy, historiography, and the literature of travel. Listings for individual authors include both editions of their works and critical studies (in periodical as well as book form). There is a detailed table of contents, but the index is of authors of the critical studies only.—E.S.

Velz, John William. *Shakespeare and the Classical Tradition; a Critical Guide to Commentary, 1660-1960*. Minneapolis: Univ. of Minnesota Pr., [1968]. 459p. \$17.50. (67-14377).

"For three centuries, Shakespeare studies have been touched . . . by the question of Shakespeare's participation in the clas-

sical tradition. This bibliographical guide is an attempt to gather, classify, summarize, and appraise the commentary which has been written since 1660."—*Preface*. The editor of this selective and critical guide emphasizes the inclusion of recent research material, a high percentage of the items having been written since 1940. It is stressed that "all relevant criticism and scholarship in English, French, and German" is included. Following a list of bibliographies consulted and a listing of general works treating the influence of classicism on Shakespeare, the work's main section cites the specific studies of Shakespeare's classicism in a generic classification (Comedies, Histories, etc.). For each entry a summary of content and a critical appraisal of interpretation and method is given. Careful attention has been given to bibliographical detail, and the extensive index takes into consideration all aspects of the reader's approach to the bibliography.—H.P.

#### MOTION PICTURES

Sarris, Andrew. *The American Cinema: Directors and Directions, 1929-1968*. New York: Dutton, 1968. 383p. \$7.95. (69-12602).

Michael, Paul, ed. *The American Movies Reference Book: the Sound Era*. Englewood Cliffs, N.J.: Prentice-Hall, 1969. 629p. ill. \$29.95. (68-13401).

Having declared that "there is no such thing as an objective film history," Andrew Sarris sets forth his own singularly subjective views of cinema and its directors in the United States since 1929. His is a classified approach, beginning with "Pantheon Directors . . . who have transcended their technical problems with a personal vision of the world" and including such categories as "Strained Seriousness . . . talented but uneven directors with the mortal sin of pretentiousness." From an objective standpoint, Mr. Sarris is quite well qualified to pronounce on these matters, having been a film critic for various journals and a professor of cinema at a major university. And, if one is willing to accept his judgment, the book can be a valuable tool for evaluating the total artistic merit



of a particular director. Its reference use, however, will probably be restricted to the extensive directorial chronology—a list of directors and productions representing a “weighted critical valuation”—and to the “Directorial Index to the American Cinema,” a title listing of major English-language films since 1929.

In contrast to Sarris’ approach, Paul Michael’s volume provides very little critical evaluation or judgment in depth. Of course, the mere decisions of inclusion and exclusion imply judgment, but this work is much more inclusive and of quite different purpose from Sarris’ book. Its first chapter offers an overview in which major developments in American film history are outlined in brief. Next comes an alphabetical list of six hundred film stars selected on the basis of quality, contemporary prominence and length of career, and attempting a cross section of various types of performers. Whereas Sarris treats major foreign directors who have made English-language films, Michael does not include foreign stars “unless their success was due in substantial part to their exposure in American films.” The biographical data includes only verifiable facts (birth date, marriages and divorces, children, and a list of feature films in which the actor appeared), a prudent limitation in dealing with the lives of movie stars.

Chapter three lists slightly more than a thousand films, selected on the basis of awards and box office receipts; complete casts and major production facts are included. Further sections list over a hundred directors and producers, with their works cited chronologically; and the final chapter deals with the various awards granted by the movie industry. The index lists names of actors, directors, and producers in separate alphabets. Despite certain limitations, this profusely illustrated work is as fascinating as the history of American movie-making itself and, indeed, reminds one of nothing so much as a Cecil B. DeMille extravaganza with a cast of thousands.—G.L.

#### ANTHROPOLOGY

Australian National University. Dept. of Anthropology and Sociology. *An Ethno-*

*graphic Bibliography of New Guinea.* Canberra: Australian National University Pr., 1968. 3v. \$12.00 (Aus) pa. (68-13734).

Contents: v.1, Preface; Bibliographies and reference works; Author index; v.2, District index; v.3, Proper names index.

Intended as “an aid to research on the traditional and changing indigenous cultures of New Guinea” (*Preface*), this bibliography attempts completeness in the areas of material culture and social organization, and is selective in related subjects. Books, articles, and contributions to collections covering more than a century (with 1964 as closing date) are listed alphabetically by author, with full bibliographic details. Unsigned articles appear under journal title. All items are drawn together by administrative districts (as of 1960) in the District Index, and by names of physical features, language, and social groups in the Proper Names Index. In both these indexes reference is to the full citation in the Author Index. No list of journals appears, but spot checking turned up only one group of entries in which a journal was cited in unexplained abbreviated form. Supplements are planned.—R.K.

#### POLITICAL SCIENCE

Bollens, John Constantinus; Bayes, John R.; and Utter, Kathryn L. *American County Government, with an Annotated Bibliography.* Beverly Hills, Calif.: Sage Publications, [1969]. 433p. \$15.00. (69-20118).

Bollens and his associates aim in this work to survey “the current state of knowledge about counties” and to suggest “research in this field that seemingly would be highly productive.”—*Preface*. Part I, in essay form, is a general analysis of the literature and research needs. Part II is concerned with new approaches in county research and includes a discussion of selected findings. Most important from the reference point of view is Part III, “A Bibliographical Commentary.” This constitutes the bulk of the book and is organized under seven major headings (e.g., finance, organization, politics). Within each sec-



tion general materials are followed by a discussion of publications relating to county government in the individual states. There is an author index.—M.M.

Craig, Frederick Walter Scott. *British Parliamentary Election Statistics, 1918-1968*. Glasgow: Political Reference Publications, 1968. 110p. 70s. (68-57148).

Kinnear, Michael. *The British Voter; an Atlas and Survey since 1885*. Ithaca: Cornell University Pr., 1968. 158p. \$12.50. (68-9750).

In the preface to *British Parliamentary Election Results, 1950-1964* (Cambridge, 1966), Professor David Butler comments on the need for carrying statistical tables of elections back to 1918 or to 1885. With the appearance of these two new volumes the need is met and they, together with Butler's work and *British Political Facts, 1900-1967* (Guide CI125), provide the student with a large body of raw data.

The Craig compilation aims to provide "an authoritative and continuing reference to British election statistics since 1918."—*Preface*. Taking most of the material from his forthcoming book, *British Parliamentary Elections: Constituency Results*, the author provides a series of tables giving the total votes for the various parties, percentage breakdown for general elections and by-elections, the politics of constituencies, gains and losses, cost of elections, and other statistics relating to British elections of 1918 to 1968. No attempt has been made to draw conclusions or to explain the results of the elections. A second edition is planned for publication after the next general election.

Kinnear's volume "examines the social, economic, and organization background of British politics on a nationwide scale, over the period since 1885."—*Introduction*. This is done by means of tables, commentary, and maps of land areas. Professor Kinnear devotes a large part of his work to the confusion of the elections of the 1920s, as this period saw the establishment of two major parties and the transition to the new period of strong political alignments. The maps show the political decisions of each election district

and the large metropolitan areas. They are so detailed as to require careful study, and one could wish for an overlay map of British counties; possibly the use of color instead of shading would have made for easier reading.

The two volumes complement each other: for example, *The British Voter* does not include by-elections while it does provide description and commentary. Unfortunately the statistics of the two works do not agree even upon the total vote in some of the elections, although in most cases the differences are slight. Each volume concludes with a select bibliography.—E.M.

#### INTERNATIONAL ORGANIZATIONS

*Yearbook of International Congress Proceedings*. Ed. 1-. Brussels: Union of International Associations, 1969-.

Contents: v.1, Bibliography of reports arising out of meetings held by international organizations during the years 1960-67. Eyvind S. Tew, ed. 640p. \$20.00.

The main purposes of this yearbook, intended as a companion to the *Yearbook of International Organizations* (Guide CJ 143), are to draw attention to the existence of the reports of international congresses and to indicate how they may be obtained. All types of proceedings, minutes, preprints, working papers, etc., are included, whether issued separately or incorporated in periodicals, provided that they are more than about ten pages in length and are concerned with the substantive, as opposed to the purely administrative, interests of the organization. Publications of the United Nations and its major specialized agencies are not covered, but a supplementary section indicates what catalogs and indexes are available for these and from whom they can be ordered. Arrangement is chronological according to date of meeting. Three indexes provide easy access to full bibliographic information: Index of Organizations (with listing by English title), Author/Editor Index, and Subject Keyword Index. This first edition was preceded by the Union's *Bibliography of Proceedings of International Meetings*, the three vol-

umes of which covered meetings held in 1957, 1958, and 1959.—N.S.

#### MAPS and ATLASES

Poland. Wojsko Polskie. Sluzba Topograficzna. *Pergamon World Atlas*. Oxford and New York: Pergamon Pr., 1968. 525p. 42cm. \$59.50. Map 67-8.

Not an entirely new work, this is rather an English edition, updated and augmented, of the *Atlas Swiata* which was prepared by the Polish Army Topographical Service and originally published 1962-65. Political maps now represent the world as of January 1, 1967, and additional maps for the United Kingdom and Canada have been included. Most significant, perhaps, is "the exceptionally large-scale and detailed mapping of Eastern Europe, the USSR, and the Far East, based on sources not readily available to any publisher in the West."—*Preface*. There are some two hundred pages of geographical maps (a high percentage of them on fold-out pages which allow presentation of relatively large-scale maps while avoiding the problems presented by centerfold layouts), and dozens of thematic and special topic maps. The index includes about 140,000 names.—E.S.

Rand McNally & Co. *The International Atlas*. Chicago: Rand McNally, [1969]. 280, 223p. 37cm. \$35.00. (77-78100).

Title and introductory and explanatory matter also in German, Spanish, and French.

Balanced coverage and multilingual explanatory matter play an important part in giving international emphasis to this new atlas. The amount of space allotted to each region is meant to reflect "its relative economic and cultural significance on the world scene, as well as its total population and area," and the "planning of individual map layouts is from the point of view of geographic and economic regions" (*Foreword*) rather than that of the boundaries of individual nations. Local forms of names have been used as far as possible, with English forms employed for major water bodies, mountain ranges, and features extending beyond na-

tional borders. There are sections for world, ocean, and continent maps, for regional maps, and for metropolitan area maps, the latter being grouped for convenience of comparison and to avoid the use of insets in the regional maps. An index of 170,000 names gives latitude and longitude as well as page reference. Maps are generally more attractive than those in the publisher's earlier, well-known atlases. The frequent occurrence of double-page spreads raises the usual question about the practicability of rebinding the volume.—E.S.

Wheat, James Clements, and Brun, Christian F. *Maps and Charts Published in America before 1800; a Bibliography*. New Haven: Yale University Pr., 1969. 215p. \$30.00. (69-15464).

Carefully edited and handsomely produced, this is the first bibliography "which attempts to describe the entire known cartographical contribution of the American press prior to 1800."—*Preface*. Not only separately published maps and charts are listed, but also those published in books, pamphlets, almanacs, and magazines, and even some maps known to have been published but of which no copies are believed extant. Maps are grouped by geographical and political areas, then chronologically. Full descriptions are provided, together with bibliographical references and locations of copies. Like Ena Yonge's *Catalogue of Early Globes . . . Conserved in the United States* (New York, 1968), which it complements in part, this is an interesting and useful work for the cartographer and the historian.—E.S.

#### HISTORY

Mullins, Edward Lindsay Carson. *A Guide to the Historical and Archaeological Publications of Societies in England and Wales, 1901-1933*. London: Athlone Pr., 1968. 850p. £10,10s. (79-367032).

This guide is intended as a complement to *Writings on British History, 1901-1933* (London, 1968- ), which omits publications of historical societies, and its listings are continued in *Writings on British History, 1934- (Guide DC125)*, which includes society materials. The organizations, which

number over 400, are arranged alphabetically; after a brief indication of area of interest, there follows a list of each society's publications. Included for every serial title is a complete record of its contents. The bibliography is extensively indexed, by subject and by author, and should prove a useful tool for dealing with a rather elusive body of literature important for historical and archaeological research.—N.S.

Rouse, Richard H. *Serial Bibliographies for Medieval Studies*. Berkeley: University of California Pr., 1969. 150p. \$5.00. (68-31637).

An annotated list of nearly 300 serial bibliographies on the various aspects of medieval studies, this book will be of great use to reference librarians and medieval scholars. In addition to the obvious serial bibliographies in this field, the editor has included bibliographic essays, collections of select tables of contents, and accessions lists of special libraries; he has excluded only national bibliographies, standard periodical indexes, and serial guides to dissertations. For the purpose of this work the Middle Ages is defined as "the centuries which fall between the emergence of Christianity and the voyages of exploration." —*Introduction*. Thus, there is the inevitable and useful overlap into classical studies and the Renaissance. Geographically, in addition to Europe, the guide includes works on or from areas with which medieval Europe came into contact—Iceland, North America, the Middle East, Byzantium, and Asia.

Arrangement of the book is good: the first section is comprised of general, regional, and cultural bibliographies; the second is of subject bibliographies, with eight subdivisions, from "Archival studies" to "Science, technology, and medicine." There is a title index and an index of editors.—G.L.

Snow, Philip A. *A Bibliography of Fiji, Tonga, and Rotuma*. Preliminary working ed. Coral Gables, Fla.: University of Miami Pr., 1969. 418p. \$13.50 pa. (69-16193).

Although designated as a preliminary

edition, the sheer bulk of its listings—more than 10,000 items—suggests that this version may remain a standard tool for Pacific studies for years to come. The bibliography aims at comprehensive coverage of published material (in books, periodicals, and selected British newspapers) regardless of prospective worth to the researcher. Government reports have been included, as have vernacular literature and reviews of books about the regions; only occasional citations are given to manuscript materials. A classified arrangement is employed within four main sections: a combined section headed "Fiji, Tonga, Rotuma" cites works dealing at some length with more than one of the territories, and this is followed by separate sections for each territory. The Fiji section is, understandably, the largest, with nearly 6,600 entries; the combined section runs to slightly more than 1,900, Tonga to about 1,350, and Rotuma to just under 200 entries. There is an author index.—E.S.

Wood, Eric S. *Collins Field Guide to Archaeology*. [2d rev. ed.] London: Collins, [1968]. 384p. ill. 30s. (68-119612).

Well organized and readable, this handbook concerns "the visible remains of man's occupation of Britain from the earliest times to almost the present day" (*Preface*) and presents a great deal of information for the amateur. Part I, "General Background," summarizes history, climate, and successive cultures of Britain. Part II, the major portion of the text, is entitled "Field Antiquities" and is a description of remains arranged by type (e.g., settlements, roads, military works), with many examples cited. Part III is a short account of the "Technical and Legal Aspects of Archaeology," and Part IV, "Aids and Suggestions," lists sites to visit, further sources of information, and a long, up-to-date bibliography. Regional maps, indexes of places and subjects, a glossary, and instructions for use of the guide are all helpful features. Excellent photographs scattered throughout are, unfortunately, rarely set in conjunction with related text.—R.K.

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# Letters

To the Editor:

The article, "Three Early Academic Library Surveys," by Norman D. Stevens in the November issue provides an interesting and useful footnote to academic library history, and Mr. Stevens is to be congratulated for having dug out two unpublished surveys which antedate the seminal one of the University of Georgia Library in 1938. He can certainly be forgiven for having failed to locate still another earlier "survey of an American college library by an outside expert." (page 499) That is, the three of 1915, 1937, and 1938 of which he writes are not "the earliest independent approaches to the academic library survey." (page 505)

In 1934 or 1935, and not later than June of 1935, when I left Chicago, William M. Randall, under whom I was writing a doctoral dissertation at the Graduate Library School, invited me to serve with him on a survey of the library of Washington College, Chestertown, Maryland. Naturally, I accepted with alacrity, though I had no idea at the time that I was participating in a very early and then quite rare kind of professional activity.

Randall and I spent a couple of days in Chestertown where we were handsomely entertained by President Mead and his wife, and where Randall proved himself as excellent a seminar leader in the field as he was in the classroom. I learned a great

deal from him, and I owe him much. We examined the usual things, budget, personnel, book selection and collections, which were my particular responsibility, space and so on, and had discussions with, among others, members of the library committee and of the library staff.

In due course, we prepared our report of which one—or possibly two—copies went to President Mead, one Randall kept and one he gave to me. Although I consider myself a pack rat in the matter of preserving documents, I am chagrined to say that an exhaustive search of my files has failed to turn up a copy of the report on the Washington College Library. Possibly Randall, now president of the Wilmington, North Carolina College, may still have a copy. More likely, perhaps, is the existence of one in the files of the president's office at the College.

My purpose in reporting this small addendum to the article by Mr. Stevens is not so much to point out another earlier-than-1938 independent library survey, and my association with it, but rather to suggest that there may be still other very early surveys, and to express the hope that librarians who have participated in them, or know of them, will come forward.

*J. Periam Danton  
Professor of Librarianship  
University of California, Berkeley*

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# Recent Publications

## BOOK REVIEWS

**Centralized Book Processing: A Feasibility Study Based on Colorado Academic Libraries.** By Lawrence E. Leonard; Joan M. Maier; and Richard M. Dougherty. Metuchen, N.J.: The Scarecrow Press, 1969. 401p.

This report summarizes a fourteen-month study of nine Colorado academic libraries. Focused on technical service functions, the study examined existing patterns of operation for times and costs by using traditional industrial engineering techniques. A proposed Book Processing Center was then analyzed, with unit processing costs calculated for the center using minimum processing times obtained from the academic libraries. The Book Processing Center study was supported by mathematical simulation of proposed operations. A variety of processing operations was fed into a computer, and the result is a generalized model that could be used by other libraries.

Methodology used involved time observations, diaries of work performed, and samples for processing time lags and duplication of titles. Some of the findings are most interesting and should be mentioned in summary. The study on time lag for processing showed a mean of 189 days for the period from "order requested" to "book cataloged," with a range of 123 to 374 days within eight libraries. This is an average of a six-month delay. Thus, a faculty member who comes on campus June 15 has no assurance that books required for teaching on September 15 will be available. In fact, it appears that there is only a 50 percent chance his books will be cataloged and on the shelf by December 15—just in time for Christmas vacation. Colorado libraries of the study are probably not atypical in this respect, and quantitative substantiation of this report should

highlight why there is an increased interest in blanket order plans and machine-assisted cataloging.

The per volume cost of processing ranged from \$2.76 to \$7.71, with an average cost of \$4.50. The disparities in this range are considerable, but factors of staffing patterns, efficiencies, and types of materials handled are significant. The average cost per volume for the processing center was computed to be \$3.10, with the greatest difference from the academic libraries occurring in the category of labor costs. These figures are only general guides since most of the costs would be sustained by the member libraries, yet increased discounts due to volume purchasing were considered as an additional savings factor.

This factor of duplication of titles was given much attention; the mathematical model testing this aspect showed a potential saving in ordering multiple copies. The cost of processing one volume per title is \$2.96, whereas the cost of processing six volumes per title is \$2.33. Coordinated ordering is shown to be an advantage, but this objective of an academic book processing center may be one of the most difficult to achieve.

These summary figures are interesting, but of greater significance is the methodology used in their derivation; the methodology should mark this as a landmark study for subsequent investigations. It would seem that, with this and the earlier studies cited in the literature, a handbook of standard times and study methods for library technical processing functions could be compiled. Studies might be expected to modify and cause adjustment of the standards, but at least the method of conducting such a study would not have to be re-established *ab ovo*, and a foundation for comparison would then exist in one work. With the Colorado study perhaps the point has been reached at which such a synthesis is now feasible, for this research

contains statistically accurate formulas by which the results of time or diary observations can be tested.

Inclusion in the report of the formulas used by the researchers is good, although it is likely that librarians using this book as a manual will have to seek the assistance of a statistician in application and interpretation of symbols. Specialists are available, however, and one should not feel reluctant to request help; the point is that librarians should do more of this kind of analytical inspection of their routines.

A condition not explored in the study, perhaps because it is too subjective, is the impact that specialization of activity might have in a centralized processing center. The study points out how individual speciality improves production—would not group speciality have an efficiency factor? A separate processing center, established according to the concepts of industrial engineering as used in the study itself, should be more effective than a regular technical service department operating as one function of a library. The concentration and specialization of such a center based, perhaps, on assembly line techniques, should—in theory—develop an unknown factor of greater efficiency. Elimination of such negative factors as catalog maintenance, interruptions by faculty seeking information and/or books, the coming and going of student assistants, all should strengthen the “speciality of function” concept and increase production.

In addition to the main findings of this study, several valuable tangential inquiries are also explored: the blanket order plan, the user attitude survey, and the problem caused by delayed receipt of LC copy.

The “Library User Attitude Survey” seemed alien in this report. The survey was undertaken to determine the impact of various services proposed as part of a potential bibliographic network. The results were of interest and probably of great value to the participating libraries, but reporting on faculty attitudes toward existing library resources and services, on “insight as to the level of faculty awareness of library services” (p. 211) might have been better had it appeared separate-

ly. The results showed how little faculty members know about existing services, but were rather vague concerning suggestions as to new services conceived as part of the proposed bibliographic network. This particular section was weakly tied to the theme of centralized book processing.

Research conducted on the blanket order plan in this report indicates that a reduction in processing time of up to 20 percent can be anticipated by the proper use of an approval program. An incisive comment from the study deserves emphasis:

In spite of all national efforts to accelerate the flow of cataloging copy to research libraries, copy is still available for only about one-half of the titles at the time they arrive. This type of delay has already reduced the effectiveness of the approval plans now in operation. It must be recognized that until the Library of Congress is able to shorten the lag time, the processing of a substantial number of books will be delayed. [p. 129]

During the late 1960s the library profession has been saturated with optimistic information about the rapid dissemination of cataloging data. The fact remains, however, that traditional cataloging must be done before entry onto tape is possible. The translation from the regular to the tape format adds another step to traditional cataloging, even though it becomes a mechanical process. Patterns of funding the Library of Congress by the federal government have not been outstanding, and MARC would appear to have been grossly oversold to the profession. Any responsible speculation upon the usefulness of the MARC tapes in a centralized processing center can only lead to pessimistic conclusions at this time.

It is always a temptation to fault the Scarecrow Press for its typographical errors and its lack of esthetically pleasing page design, but, nonetheless, they remain one of the few publishers to make such a work as this available to the profession. The tabular displays in this book are inexcusably awkward; column headings are not uniform, and the figures—perhaps the most important content of a work of this kind—are extremely difficult to use.

Beyond this, however, the chief importance of the book is its timeliness. As library networks evolve beyond theory, the coordination of purchasing and processing may be one of the last tasks undertaken, but when it is tackled, the Colorado study will be invaluable in planning such operation. It is a welcome relief to have a research report appear while the findings are still useful.—*Donald Hendricks, Sam Houston State University.*

**Scientific and Technical Communication: A Pressing National Problem and Recommendations for Its Solution.** National Academy of Sciences-National Academy of Engineering. Washington, 1969. 322p.

The SATCOM report, as this work has now become known, is basically the report of a committee made up of representatives from both the government and private enterprise. Its charter was to examine the communication problems of both areas, in broad perspective, paying special attention to information activities, policies, relationships, etc., of private groups and organizations, and their interaction with federal agencies. Further, it was to make recommendations based on the present status and future needs of an effective national and international information system. The result acquires itself quite well.

Using the charter as a base, the report is divided into several parts: recommendations, state-of-the-art background, and the extension or explanation of the recommendations. Placing the recommendations in the beginning is very effective. The only weakness in format is the lack of an index.

The recommendations are presented in groups: those dealing with planning and coordination (establishment of a joint committee, leadership at the national level, shared responsibility, copyright legislation, standards); those concerning services for the user; those on classical services (abstracting, indexing, meetings); those on personal information communication; and finally, those involving research and experiments. In content the recommendations do not propose anything radically new. They are relatively broad and as a result lack force. For the first time, how-

ever, they do take into serious consideration both governmental and private information activities and strive for closer coordination and in some cases integration. Unlike some of its predecessors, this report also provides detail for each recommendation, resulting in cohesiveness.

The greatest contributions of the report are the state-of-the-art background chapters: "primary communications, the basic access services, consolidation and reprocessing, and new technologies and their impact." These chapters are well-written, imaginative compilations of both the major concepts and the literature. They are well documented and the selection appears to be excellent.

The report stresses the role of the professional societies, services to special user groups, coordination efforts in both government and private areas, and the participation of the whole community. The recommendations are well stated and firmly based, and the reader can see from whence they came through the documentation. The international scene is included, but the orientation is definitely national. There is a certain weakness in the lack of recommendations for implementation. They do recommend a Joint Commission on Scientific and Technical Communication, but this appears more advisory than implementative. Anyone working in the information communication field will find something of interest in this report.—*Ann F. Painter, Indiana University.*

**De wetenschappelijke bibliotheken in Nederland; programma voor een beleid op lange termijn.** Netherlands. Rijkscommissie van advies inzake het bibliotheekwezen. 's-Gravenhage, Staatsuitgeverij, 1969. 72p. \$1.25.

The important activities of the National Advisory Committee for Libraries in the Netherlands have now resulted in the publication of a long-term plan for coordination and development of academic and research libraries in that country.

In an attractively produced publication, the committee reports in detail on some major issues facing academic libraries: problems of information retrieval and bibliographic access, collection development,



the research function of libraries and librarians, and centralization vs. decentralization arguments. Separate chapters deal with auxiliary technical processes, reproduction problems, conservation of library materials, building efficiency, personnel, organizational structure and legislation. Each topic is treated systematically, with a careful analysis of the problem involved, a discussion of national and foreign trends, and a list of specific recommendations with suggestions for implementation. In a final chapter the committee lists priority recommendations for the period until 1972 with regard to legislation and organization, library education and the status of library personnel, together with a recapitulation of the most important topics for further study.

With regard to legislation the committee recommends the establishment of a legal depository in the Royal Library in The Hague and a subsequent change of the current trade bibliography into a national bibliography. Other proposals include clear legal status for libraries in the academic structure, changes in copyright laws, and the establishment of a national executive body to coordinate and guide future library developments. Of special interest is the request for government support for the acquisition of significant manuscripts and early printed materials. Better guidelines are needed for library education, the status of academic librarians, professional and supporting staff. There are recommendations for the special training of restorers, translators and information specialists.

As major fields of further study the committee mentions: a national plan for collection development, a depository for little-used materials, mechanization and automation, standards for library buildings and equipment, and a national plan for research in the fields of manuscript study and historical bibliography.

Much of what the committee discusses and most of its recommendations are of wider relevance than the Dutch scene only. An English translation of the full text of the report would make a most stimulating document available to a world audience.—Hendrik Edelman, *Joint University Libraries*.

**The Government and Control of Libraries.** By Kenneth Alan Stockham. London: Andre Deutsch, 1968. 110p. 18s. (68-107466 GB).

Characterized as a textbook for non-graduate British library science students preparing for their General Professional Examination, this slim volume might be better described as a syllabus. The first chapter on government of libraries presents an excellent summary of the role played by the central government in financing and controlling national, academic, and public libraries in the United Kingdom. The composition of major governing boards is delineated with excellent internal references to government documents containing additional information. Major elements of *The Public Libraries and Museums Act of 1964* are contrasted with earlier legislation, indicating the probable impact of the 1964 act.

Chapter three details the sources of national and local revenues and methods of allocation to library functions. An adequate summary with examples of a revenue and a capital budget identifies the elements which comprise the annual and long-range needs of the library. Only one item in the bibliography deals with finance, and it is restricted to public library finance.

The remaining chapters are of considerably less value. Chapters on "management" and "staffing" are a series of broad, general truisms on the qualities of a head librarian and the need for clear-cut lines of authority. It is noteworthy that no mention is made of staff involvement in the decision-making processes, goal identification, or basic personnel management practices such as staff evaluation conferences. Basic concepts such as scientific management and systems analysis receive no recognition. The chapter on "stock control" seems more appropriate for a book on technical services, since it deals with operational techniques rather than managerial skills or administrative options; even so, the paragraph on the role of the computer seems an inadequate recognition of its potential.

Library schools offering courses in comparative library systems will find the chapters on "government" and "finance" of



value as well as the appendix which gives the examination questions from previous years. Some pertinent monographs are contained in the bibliography of suggested readings, but a heavy emphasis on public library titles is evident. Despite the lucid style and a few informative chapters, the general paucity of descriptive or interpretive information makes this volume inappropriate for general library purchase. —James Foyle, *University of Denver*.

**Computerized Library Catalogs: Their Growth, Cost, and Utility.** By J. L. Dolby; V. J. Forsyth; and H. L. Resnikoff. Cambridge: M.I.T. Press, 1969.

The principal value of this book is as a catalog of considerations relevant to the design of mechanized catalog production systems. Some research results and some suggestions on specific design features are presented. The book is particularly recommended to library administrators and library systems analysts. Computer jargon is used only when necessary, and, when used, is defined for the nontechnical reader.

The "growth" in the title is dealt with in terms of the fact that libraries tend to grow at an exponential rate. Estimating the growth rate for individual libraries can be difficult because of the unavailability of reliable statistical data. A method of using imprint dates as a basis for such estimates is suggested. In addition, an original method of predicting the language breakdown of future acquisitions is presented. Using this method, the authors predict that foreign-language materials will constitute a constantly increasing percentage of future acquisitions of research libraries—a prediction that will be of interest to all library administrators.

A chapter entitled "An Analysis of Cost Factors" concentrates on hardware-related costs. It includes a particularly lucid section on the problems of choosing a programming language, and a useful comparison of input devices. The claimed potential for cost savings should be viewed warily, since it is not clear what costs are included in those presented. A brief appendix to this chapter, surveying some linguistic data manipulation languages, will probably not interest the nontechnical reader. Another chapter, on typography

and format, discusses the important problem of achieving maximum information density on the printed page while maintaining legibility.

Among other values of the book are a stimulating discussion of publication schedules for book catalogs and supplements, and a chapter on automatic error detection. It is regrettable (but easily explained by the paucity of work on the problem) that the latter does not concern itself with the more general question of automatic editing, since a hefty portion of the cost of most mechanized cataloging systems is attributable to the necessity of human editing. In backfile conversion projects especially, it appears that automatic editing routines could be devised that would profitably make use of the large amount of organization already present in catalog card data.

On-line catalogs are not discussed, probably because, for most libraries, it now is, or shortly will be, feasible to use computers to produce human-readable catalogs (perhaps in microform), while placing the catalog on line is a possibility only for the more distant future. A more serious shortcoming is the failure to discuss the use of machine-readable catalog records acquired from extramural sources. There are serious problems to be solved before local systems can make effective use of such records, but their availability will radically affect the costs of mechanizing catalog production. Nothing in the present book is invalidated when externally produced catalog records are considered, but to the extent that they are available, they must be taken into account in system design.—Kelley L. Cartwright, *University of California, Berkeley*.

**Directory of Library Consultants.** Ed. by John Berry III. New York: R. R. Bowker Co., 1969. 141p. \$10.75.

It seems to me that this volume will, because it is enumerative and not evaluative, serve a very limited purpose. Librarians of large libraries usually know who the real experts are for the projects for which consultation help is needed. Representatives of small libraries probably do not know this and they cannot find out

from this volume, except in very large categories, the relevant information about potential consultants. The volume seems to assume that anyone who calls himself a consultant, or who has worked on a few jobs, is one. This just isn't so. Evaluations of the work of a consultant are essential if one is to get the kind of help he needs.

A librarian needing a consultant can find a long, unevaluated list of potential consultants from this volume, but he will have to spend a great deal of time by correspondence, telephone calls, and visits

to existing libraries to find the right consultant for his problem. Dangerous and difficult though it would have been, the editors of this volume could have increased its value if they had tackled the problem of qualitative evaluations of the consultants they have listed. Perhaps without this, one would do just as well by consulting the headquarters of the American Library Association, bad though that may be at times.—*Ralph E. Ellsworth, University of Colorado.*

■ ■

## ABSTRACTS

*The following abstracts are based on those prepared by the Clearinghouse for Library and Information Sciences of the Educational Resources Information Center (ERIC/CLIS), University of Minnesota, 2122 Riverside Avenue, Minneapolis, Minnesota 55404.*

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### **Cooperative Services for "Big Country"**

**Libraries.** Report of a Survey with Recommendations for Cooperating among Libraries of All Types in Thirty-six Counties of West Central Texas. By Dorothy Sinclair, and others. Austin: Texas State Library, 1969. 176p. (ED 032 093, MF—\$0.75 HC—\$8.90).

This study was conducted to explore possibilities for cooperative library activities in the thirty-six county region of the Abilene Major Resource System which has the Abilene Public Library as the Major Resource Center. The report begins with a consideration of the region as an environment for public library service, followed by a detailed assessment of the thirty-five public libraries. In addition to a con-

sideration of the locally provided services and collections, there is a description of the Texas State Library's Major Resource Center and Area Library program as it affects the region. Consideration of academic libraries includes an assessment of services and collections and a description of resources outside the region to which the academic library group has access. The description of the school library situation includes comments on the regional centers recently established to assist local school districts and their libraries. The relatively few special libraries in the region are also described. The major needs identified are (1) publicity on the importance of libraries, (2) cooperation among existing libraries of all types, (3) establishing long-range goals for the libraries

of the region, and (4) strengthening the Abilene Public Library in its leadership role. Specific recommendations for implementing these needs are made.

***Feasibility Study for Incorporating a Year Abroad in the Library Science Curriculum.*** Final Report. By Frances Laverne Carroll. Norman: Oklahoma University, School of Library Science, 1969. 51p. (ED 032 094, MF—\$0.25 HC—\$2.70).

The purpose to be accomplished by study abroad is the education of society through the improvement of the educational opportunities for librarians who directly influence libraries in the social order. A year's study abroad would be a means of (1) introducing the treatment of other cultures which is needed for increased understanding of human nature, and (2) eliminating cultural bias in librarianship. In Part I the purposes of study abroad in library science are listed and discussed. Part II covers utilization of study abroad in education for librarianship. Part III lists and discusses criteria for selection of major cooperating schools in Germany and the British Isles.

***Supplement to a Study of Extra-Institutional Use of Libraries by Ohio Academic Personnel.*** By Barbara Dennison. Columbus: Ohio State Library, 1969. 146p. (ED 033 736, MF—\$0.75 HC—\$7.40).

The study for which this supplement was prepared consisted of an investigation of the use of libraries outside their own campus by the students, faculty, and research personnel of Ohio colleges and universities. The results, conclusions, and recommendations based on the data collected are published separately (ED 033 735). This supplement consists of tables and maps, grouped by region, which show the borrowing patterns for every Ohio college and university included in the original study. These data were obtained from the interlibrary loan records of the institutions surveyed, covering the twelve-month period between June 1967 and July 1968. The table for each institution shows the total number of items borrowed from

other colleges and universities in the state, from nonacademic libraries throughout Ohio, and from academic and nonacademic institutions in other states. The number of theses and dissertations are noted separately. The maps included with the tables illustrate the in-state borrowing patterns, both from academic and nonacademic libraries, for each institution.

***A Study of Extra-Institutional Use of Libraries by Ohio Academic Personnel.*** By A. J. Goldwyn and Edward Verhosek. Columbus: Ohio State Library, 1969. 179p. (ED 033 735, MF—\$0.75 HC—\$9.05).

This study, supported by Library Service and Construction Act, Title III funds, was intended to investigate (1) the volume of library traffic between and among all Ohio campuses; (2) the kinds of libraries patronized by Ohio academic personnel; (3) the characteristics of those nonacademic libraries which were patronized (or at least of those parts of their collections which were used); (4) the variations in extra-institutional (off-campus) use according to the characteristics of each "home" institution; (5) other patterns of use; and (6) a methodology which could be utilized in this study and tested for other uses. Basic to the investigation were the plans of the Ohio College Library Center. Both formal (ILL) and informal (personal) use of academic and other libraries were investigated. Study findings include: (1) a need for changes in interlibrary loan forms; (2) the sovereignty of Case Western Reserve University, Ohio State University, Oberlin College, and the University of Cincinnati as sources of library materials; (3) library activity outside of Ohio concentrated in the northeastern part of the U.S.; (4) Ohio academic personnel using libraries in Ohio more than those out of state; and (5) the need for further use studies and a review of the experience of academic libraries using teletype. An annotated bibliography of 178 items is appended.

***Criteria for Evaluating the Effectiveness of Library Operations and Services.*** Phase III: Recommended Criteria and



Methods for Their Utilization. By C. J. Wessel and K. L. Moore. Dover, N.J.: Picatinny Arsenal, 1969. 104p. (available from the Clearinghouse for Federal Scientific and Technical Information as AD 682 758, MF—\$0.65 HC—\$3.00).

This report assesses and recommends criteria and methods for evaluating the performance (effectiveness and efficiency) of technical library operations and services. These criteria and methods include those identified in the state-of-the-art of library evaluation (existing criteria and methods) and those developed by adoption of criteria from the state-of-the-art of "scientific management" (candidate criteria and methods). The final product is a list of recommended criteria and associated methods of implementing them. There are four proposed techniques: (1) SCORE Analysis—a technique to measure the effectiveness of a service and the associated change in effectiveness due to a change in operations or costs; (2) SCOUT Analysis—a technique to determine the optimum balance between operations which yields maximum effectiveness within budget constraints; (3) CORE Analysis—a technique to derive unit cost standards for given operations which produce a given quality of output; (4) GAME Analysis—a technique to eliminate unnecessary work or excessive delays, to arrange work in the best order, to standardize usage of proper work methods, and to develop time standards to accomplish essential events.

**Selective Dissemination of Information (SDI); Analysis of Experimental and Operational SDI Services, 1967.** By Alexander G. Hoshovsky. Arlington, Va.: Office of Aerospace Research (Air Force), 1969. 71p. (available from the Clearinghouse for Federal Scientific and Technical Information as AD 691 012, MF—\$0.65 HC—\$3.00).

The impetus for the nationwide study of SDI (Selective Dissemination of Information) came from the desire to learn more about the options available for the application of the SDI concept prior to decisions about its possible use in Air Force research and development activities. For this purpose, data on user populations,

literature coverage, methods of establishing and maintaining profiles, as well as information on the supporting equipment and special techniques, were sought. The findings and conclusions of this report have been drawn from the analysis of operational characteristics in thirty-eight SDI services of the United States, and three SDI services of the United Kingdom; this represented a major portion of some fifty systems known to be in operation as of August 1967. The principal data collection and verification tools consisted of structured questionnaires, phone interviews, and published literature on specific SDI systems. To insure accuracy of data, all of the respondents were asked to review and comment on the first draft report. Their responses and critique are incorporated in this report.

**A Program for a National Information System for Physics—1970–1972.** New York: American Institute of Physics, Information Division, 1969. 183p. (available from the Clearinghouse for Federal Scientific and Technical Information as PB 185 388, MF—\$0.65 HC—\$3.00).

A program is presented for a National Information System for Physics based on a computerized AIP (American Institute of Physics) Information Service which is designed to augment the element of selectivity of the present information system for user interests. It is proposed that the system be developed in discrete stages, each adding to the capabilities of the system at the prior stage, in such a manner as to make use of the experience gained from pilot operation of one stage in completing the design of the subsequent one. Requirements for, as well as the capability of the AIP to implement the system starting in 1970, are documented.

**Overlapping Coverage of "Bibliography of Agriculture" by 15 Other Secondary Services.** By Charles P. Bourne. Palo Alto: Information General Corp., 1969. 79p. (available from the Clearinghouse for Federal Scientific and Technical Information as PB 185 069, MF—\$0.65 HC—\$3.00).

This report presents the results of a study of the nature and extent of overlap in



coverage by the "Bibliography of Agriculture" (B of A) and fifteen other abstracting and indexing services. Using a sample of over 5,000 citations from 1967 issues of B of A, literature searches were made in fifteen other related services to determine the extent and nature of overlapping coverage. One of the major findings was that approximately 54 percent of the B of A citations were not covered by any of these fifteen other services. The material covered uniquely by B of A was not significantly different in national or linguistic origin or form of publication from the B of A material that was overlapped by the other services. A total of 156 different combinations of overlapping coverage were noted. The greatest amount of overlap was provided by "Pesticides Documentation Bulletin," "Biological Abstracts," "Chemical Abstracts," "Biological and Agricultural Index," in that order, with no single service overlapping more than 20 percent of the B of A data base.

**Conversion of Retrospective Catalog Records to Machine-Readable Form; A Study of the Feasibility of a National Service.** Washington, D.C.: Library of Congress, 1969. 242p. (ED 032 895, MF—\$1.00 HC available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. as LC 1.2: M18/5, \$2.25).

This report examines (1) the present state of the art of hardware and software applicable to large-scale conversion, storage, and retrieval of retrospective bibliographic information; (2) the organizational and administrative aspects of the task; (3) costs of hardware, software, and manpower; and (4) possible approaches to the timing and funding of the project. The main body of the report examines the various problems involved and explores possible solutions. It is concluded that (1) the MARC (Machine Readable Cataloging) service should be expanded to cover all languages and forms of material; (2) conversion for a national bibliographic data base requires standardization of bibliographic content and machine format; and (3) large-scale conversion should be accomplished as a centralized project. Ap-

pendices discuss (1) duplication (overlap) in U.S. library collections, (2) actual and planned data conversion activities in selected libraries, (3) a summary of interviews with consultants, (4) the history and future of Library of Congress (LC) catalog records, (5) changes in LC catalog cards, (6) completeness of machine-readable catalog records, (7) format recognition, (8) computer requirements for a national bibliographic service, and (9) staff complement and unit costs.

**Authoritarianism and Censorship: Attitudes and Opinions of Students in the Graduate Library School of Indiana University.** A Report of an Exploratory Project Conducted as a Preliminary for a Proposed Nationwide Study of American Public Librarians and Intellectual Freedom. By Charles H. Busha. Bloomington: Indiana University, 1969. 48p. (ED 033 727, MF—\$0.25 HC—\$2.50).

This study attempts to measure the attitudes toward intellectual freedom held by a group of future librarians and to correlate these findings with certain syndromes of authoritarianism as reported in "The Authoritarian Personality," by T. W. Adorno, and others (New York: Harper, 1950). The hypothesis is that graduate library students who express approval of or display a tendency to agree with restrictive controls on intellectual freedom will also concur with many of the attitudes characteristic of the authoritarian syndrome. If the hypothesis is correct, those students whose opinions score high on a censorship scale will also score high on the authoritarianism scale (Fascism or F scale). The questionnaire, distributed to students in December, 1968, contained twenty-seven statements about intellectual freedom, book selection, and the role of the librarian interspersed with the eighteen questions from the F scale test. The findings of the study support the hypothesis that library school students who show a tendency to agree with restrictive measures on intellectual freedom also agree with attitudes characteristic of the authoritarian syndrome. The study did not reveal that a large number of students agree with either censorship measures or with

authoritarian attitudes. A copy of the questionnaire is appended.

***Libraries in North Carolina Public Senior Colleges and Universities: Present Status and Future Needs.*** Raleigh: North Carolina State Board of Higher Education, 1969. 53p. (ED 029 657, MF—\$0.25 HC—\$2.75).

This report is based on a study of fifteen public senior college and university libraries in North Carolina as of June 30, 1968, conducted by Robert B. Downs. The libraries in most of the colleges and universities suffer from deficiencies in holdings, shortages in qualified personnel, and inadequate space. These problems result from increases in numbers of students and faculty, expansion of academic programs, increase in the number of books and periodicals published, high deterioration rates of existing holdings, and inadequate financial support. The Board of Higher Education recommends that: (1) the book, periodical, and binding budgets be increased at all public senior institutions depending upon needs; (2) institutions reach specified goals for minimum numbers of volumes by 1975; (3) institutions not designated as depositories for Federal Government publications become depositories; (4) the ratio of clerical staff to librarians be raised to two to one; (5) the ratio of librarians to students be raised to one librarian for every 300 students; (6) library seating accommodate 25 percent of student enrollment; (7) administration, faculty, and library staff explore ways of cooperating to improve services; (8) a study be initiated to determine the feasibility of a central research library facility for the state.

***The Ecology of Study Areas.*** By Robert Sommer. Davis: California University, 1968. 72p. (ED 032 906, MF—\$0.50 HC—\$3.70).

This project was conducted to determine the conditions that make a satisfying study environment in colleges and universities and to relay the findings to those who

design and manage educational spaces. The investigation focused upon the process of studying and its relation to environmental setting, and data was primarily gathered through site interviews at twenty-four institutions of higher learning in northern California. Six complementary questionnaires, consisting of open-ended and multiple-choice items, were used for the interviews. Those cover room studying, library studying, general environment, library-residence comparison, and distractions. Other small-scale investigations on related matters were also undertaken. The survey findings and recommendations are grouped according to specific study locations: (1) library reading areas, (2) dormitories, (3) cafeterias and lounges, (4) empty classrooms, and (5) outdoor areas. Findings make it clear that an effective study environment is as much a matter of administrative rules and educational programming as architecture. To reach librarians, residence hall managers, and others who administer educational spaces, the author has written a number of articles based on the study findings for professional journals. References to these articles are included in this report. The six questionnaires used in the site interviews are appended.

***A Bibliographic Bank for Resource Sharing in Library Systems: A Feasibility Study.*** Final Report. By Eugene S. Schwartz and Henry I. Saxe. Chicago: Illinois Institute of Technology, Research Institute, 1969. 226p. (ED 033 737, MF—\$1.00 HC—\$11.40).

This study of resource sharing among public libraries was made possible by six library systems in northern Illinois. With the organization of the library systems and development of interlibrary loan services and other cooperative activities, the problem of extending resource sharing among member libraries and between library systems arose. Several library systems have initiated union catalogs and a primary consideration of this study has been the status and utility of those union catalogs. The study indicated that union

catalogs for library systems will not be of much practical value in interlibrary loan services and that money and effort can be better expended in other directions. The direction with the greatest potential is automated centralized processing and cataloging. The cataloging performed by the Library of Congress and available in its catalog cards and MACHINE-Readable Cataloging (MARC) magnetic tapes is a means to avoid unnecessary cataloging duplication and provides a convenient tool for automated processing.

22151, as AD 686 093, MF—\$0.65 HC—\$3.00).

The author maintains that information entrepreneurs are necessary because of the greatly increased production of information and the increased importance of information for science and technology. The roles of the National Aeronautics and Space Act of 1958 and the State Technical Services Act of 1965 in the establishment of information services are discussed. Three of the state programs established under the State Technical Services Act are described, including the Pennsylvania Technical Assistance Program (Penntap), New York's program, and North Carolina's Industrial Extension Service (IES). The next sections of the report are devoted to the benefits to industry of information services and the education of information scientists. Appendices II through V include syllabi and course descriptions for information science education. ■■

**Information Entrepreneurship and Education, Prescriptions for Technological Change.** By Rowena W. Swanson. Arlington, Va.: Air Force Office of Scientific Research, Directorate of Information Sciences, 1969. 47p. (Available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va.

## CORRECTIONS

In Norman D. Stevens' article, "Three Early Academic Library Surveys," (November, 1969 *CRL*) p. 500, James Wyer's middle initial was given as L rather than I, and he received a Pd.D. degree, not a Ph.D. Also, on p. 502, Goodrich's first name is Francis.

In Ralph Lewis' article in the same issue, "Book Reading Among College Students in Pusan, Korea," Table 3 on p. 521 erroneously included K. Mansfield and B. Russell among the ten most popular American authors. The eighth and ninth most popular American authors should have been Nathaniel Hawthorne and Willa Cather. ■■



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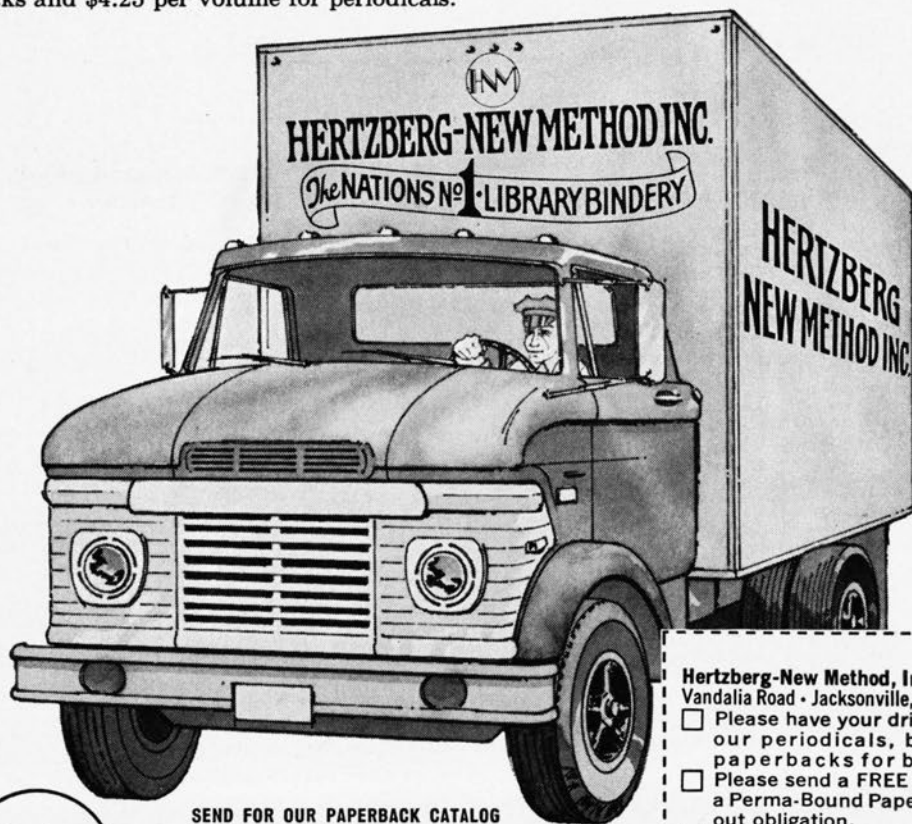
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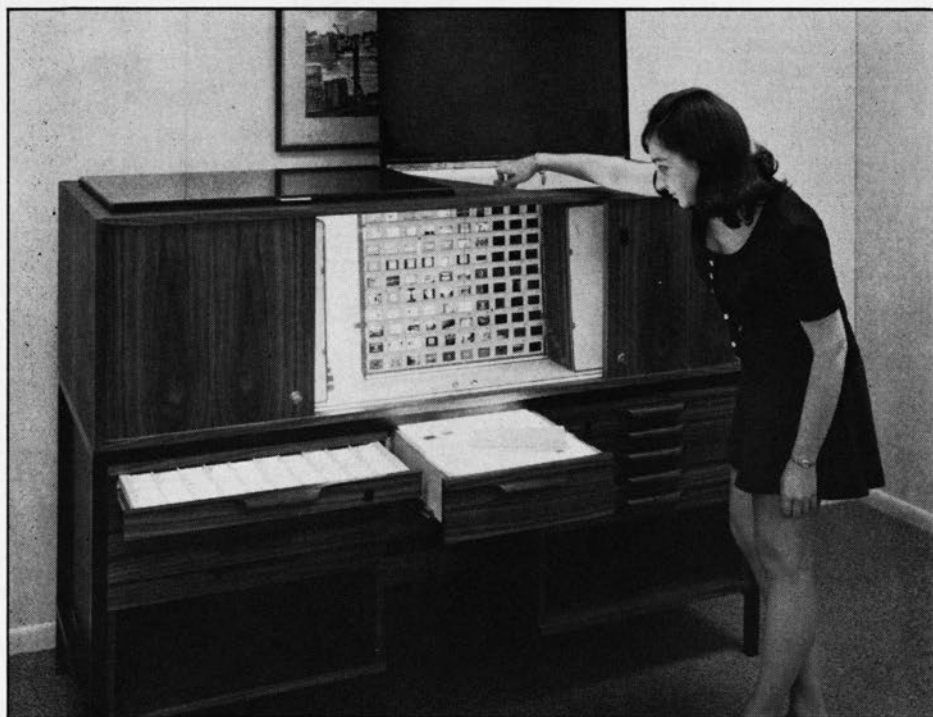
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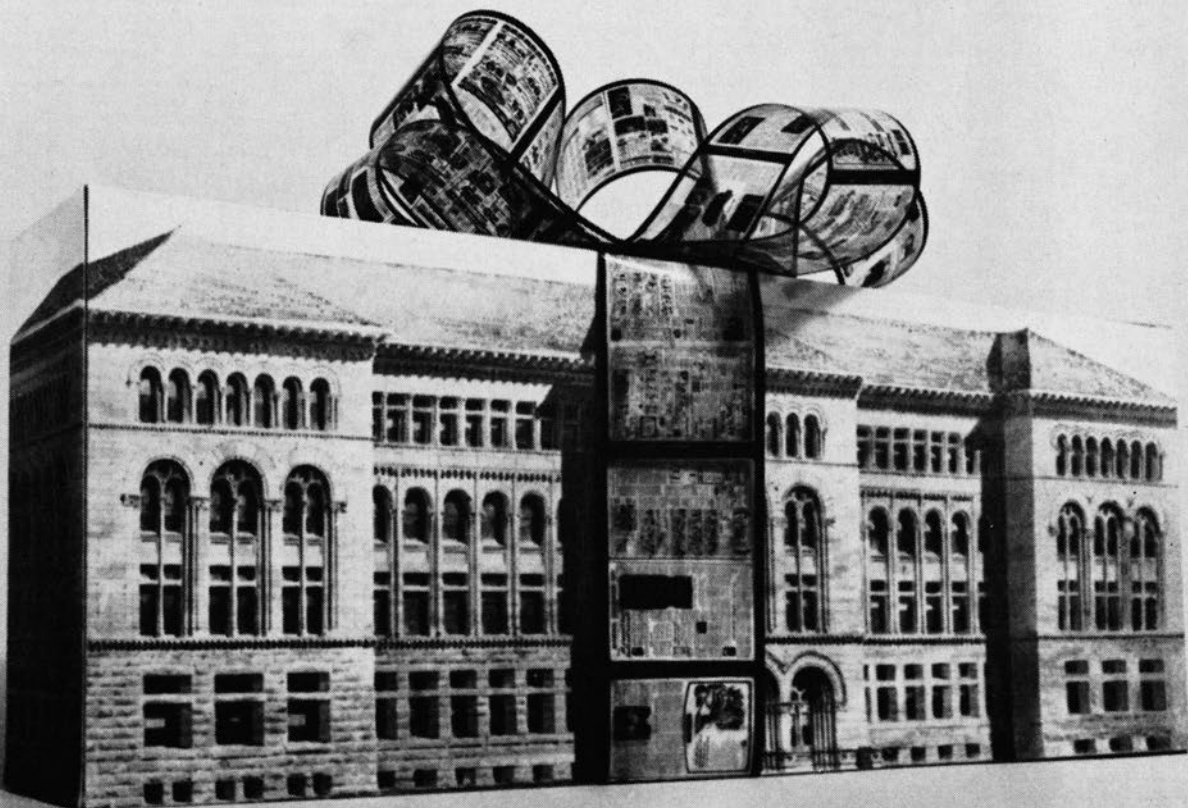
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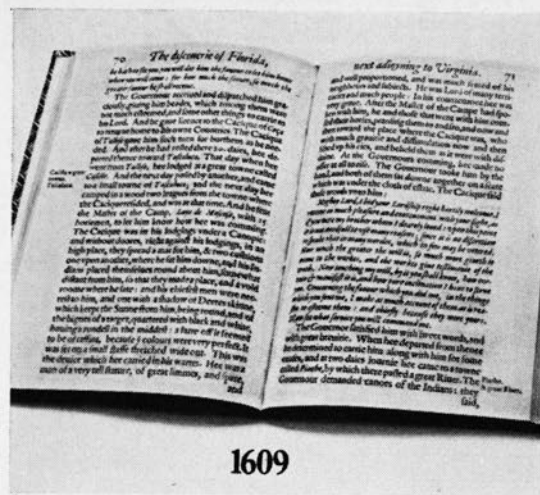
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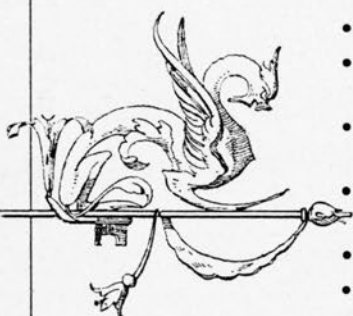
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